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ABSTRACT

This Teacher Training Manual describes a project which developed and implemented a two semster series of workshops accompanied by field work experience to provide early childhood education teachers with the necessary skills to plan a multicultural program. The first part of the manual describes the project. Included are the Workshop Facilitator Questionnaire, project objectives, a calendar of events, descriptions of workshop content and field work assignments and evaluation methods. The model for a multicultural curriculum for early childhood education comprises the second half of the manual. Discussed are the initial planning process, how to develop a multicultural environment, the goals and objectives of curriculum development, how to organize an early childhood multiethnic curriculum using a thematic approach, the need to use community and parent resources, parent staff relationships and how to evaluate the curriculum. As an example of the thematic approach curriculum, a monthly schedule of activities and sample lesson plans for a unit on work are provided. The manual concludes with a bibliography of recommended readings. (Author/MP)

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CULTURAL DIVERSITY IN EARLY CHILDHOOD EDUCATION

TEACHER TRAINING MANUAL

A PROJECT OF ST. PATRICK'S DAY CARE CENTER

SAN FRANCISCO, CALIFORNIA

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A PROJECT OF ST. PATRICK'S DAY CARE CENTER

SAN FRANCISCO, CALIFORNIA

SUPPORTED BY THE ETHNIC HERITAGE STUDIES PROGRAM

DIVISION OF INTERNATIONAL EDUCATION

U.S. OFFICE OF EDUCATION

DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

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MANY INDIVIDUALS AND ORGANIZATIONS HELPED TO MAKE THE "CULTURAL DIVERSITY IN EARLY CHILDHOOD EDUCATION: TEACHER TRAINING PROJECT" AND THUS, THE MANUAL POSSIBLE. UNFORTUNATELY, THERE IS NOT ENOUGH SPACE WITHIN THIS SHORT ACKNOWLEDGEMENT TO SINGLE OUT EACH CONTRIBUTOR. HOWEVER, THERE ARE A FEW INDIVIDUALS WHO DESERVE SPECIAL RECOGNITION FOR THEIR EFFORTS IN DEVELOPING THE MANUAL.

MS. JULIE MARSH, THE DIRECTOR OF ST. PATRICK'S DAY CARE CENTER WAS THE PRIMARY AUTHOR OF THE MANUAL. SHE WAS RESPONSIBLE FOR DEVELOPING THE CONCEPT AND STRUCTURE OF THIS WORK. IN ADDITION TO WRITING THE NARRATIVE SECTIONS, MS. MARSH WROTE THE WORKSHOP FACILITATOR MEMO AND QUESTIONNAIRE, THE PROJECT OBJECTIVES (PART OF THE ORIGINAL PROPOSAL WRITTEN BY MS. MARSH), AND THE DESCRIPTION OF THE FIELD WORK ASSIGNMENTS. MS. MARSH WAS ALSO RESPONSIBLE FOR ORGANIZING AND WRITING THE FINAL VERSIONS OF THE CHARTS, MONTHLY SCHEDULES, AND LESSON PLANS IN THE CHAPTERS "CURRICULUM DEVELOPMENT: GOALS AND OBJECTIVES" AND "CURRICULUM DEVELOPMENT: THEMES AND LEARNING CENTERS", BASED ON THE CONCEPTS DEVELOPED IN THE WORKSHOPS AND A FIELD WORK ASSIGNMENT SUBMITTED BY THE STUDENTS AS A COURSE REQUIREMENT.

MS. IRENE B. PILAR, PROJECT DIRECTOR OF THE "CULTURAL DIVERSITY IN EARLY CHILDHOOD EDUCATION: TEACHER TRAINING PROJECT" WAS RESPONSIBLE FOR THE OVERALL COORDINATION OF THE PROGRAM AND ENSURED IT'S SMOOTH FUNCTIONING. SHE GATHERED ALL THE DOCUMENTS FOR THE MANUAL AND COMPILED THE COMMUNITY AND PARENT RESOURSE LISTS. MS. PILAR ASSISTED IN WRITING THE SECTIONS "TEACHING STRATEGIES" AND "THE IMPACT ON STUDENTS IN BOTH THE COGNITIVE AND AFFECTIVE AREAS."

MS. OFELIA C. AGUIL, FIELD WORK SUPERVISOR OF THE "CULTURAL DIVERSITY IN EARLY CHILDHOOD EDUCATION: TEACHER TRAINING PROJECT" WAS RESPONSIBLE FOR THE TRAINEES' PROGRESS FOR THE DURATION OF THE PROGRAM. SHE WAS INSTRUMENTAL IN DOING THE RESEARCH FOR THE SECTION "THE IMPACT ON STUDENTS IN BOTH THE COGNITIVE AND AFFECTIVE AREAS" AND IN DEVELOPING THE LESSON PLANS.

MR. ALGEO CASUL, A STUDENT IN THE PROJECT, ASSISTED MS. MARSH IN DEVELOPING THE CHAPTER "CURRICULUM DEVELOPMENT: THEMES AND LEARNING CENTERS."

MR. JOSE Y. ARCELLANA, CONSULTANT TO THE ASIAN-AMERICAN BILINGUAL CENTER LOCATED IN BERKELEY, SERVED AS THE EDITOR OF THE MANUAL.

MS. DOROTHY ZAMBOANGA AND MS. MARY LOUIE DID AN ABLE JOB AS THE TYPISTS.

FINALLY, SPECIAL MENTION SHOULD BE GIVEN TO ALL THE MEMBERS OF THE ADVISORY BOARD, TRAINEES OF THE PROJECT, AND TO THE WORKSHOP FACILITATORS WHOSE IDEAS AND INPUT HAVE CONTRIBUTED TO THE CONTENT OF THE MANUAL.

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PREFACE

In September 1977, St. Patrick's Day Care Center was awarded a grant by the Ethnic Heritage Studies Program of the Department of Health, Education, and Welfare to implement our proposal entitled "Cultural diversity in Early Childhood Education: Teacher Training Project."

We developed and implemented a two-semester series of workshops accompanied by field work experience to provide teachers of young children with the necessary skills to plan a multicultural program in their present or future work sites.

The following manual describes the project from its inception to its conclusion. In addition, the manual includes a model for development of a multicultural program for young children. We are documenting our experiences as a result of participation in "Cultural Diversity in Early Childhood Education: Teacher Training Project" in the hopes that other programs concerned with the goals of multicultural education can use the following information to create their own teacher training projects and multicultural programs which meet the special needs of their communities.

Julie Marsh

JULIE MARSH
Director
St. Patrick's Day Care Center

Irene B. Pilar

IRENE B. PILAR
Project Director
Cultural Diversity in Early
Childhood Education: Teacher
Training Project

INTRODUCTION

What is multicultural education? The term is frequently used and yet there is rarely any agreement about its meaning. Perhaps the confusion arises because the concept is relatively new or because it suggests that something is lacking in "normal" education.

Let us look at the roots of the term. Essentially, multicultural education grew out of the civil rights movement of the 1960s. During the 1960s most minority groups began to question the fact that the culture and history of peoples of color were systematically distorted or ignored in the American educational system. The results of this situation were:

- "minority" group children developed a negative self-image because their culture and history were either ignored or ridiculed.

- "minority" group children frequently had difficulties in learning because materials used were irrelevant and teachers' attitudes were hostile at worst and insensitive at best.

- "majority" group children developed prejudices and fears of other ethnic groups, as well as a one-sided view of history and culture.

Multicultural education, in its many experimental forms, is an attempt on the part of parents, educators, and the community to challenge the traditional American educational system. Rather than presenting children with the culture and history of only <u>one class</u> of Americans of European origin, multicultural education gives children a total picture of American culture and history from the perspectives of the many ethnic groups which comprise this society. The purpose of multicultural education is to provide a meaningful education for <u>all</u> American children. The key goals are to help every child develop:

- self-confidence

- a respect for people's differences

- an awareness of the similarities among all people

As parents and educators began to see the need for multicultural education, the next question was how?

Most educators are unfamiliar with the culture and history of many ethnic groups (being products of the very system that needs change). In addition, many educators continue to hold prejudices against and stereotypes of different ethnic groups. How are teachers, themselves victims of a biased society, going to implement multicultural education? And then there are the problems of outdated curriculum materials, the need

for new teaching strategies, and ways of evaluating the success or failure of new educational approaches, etc. Traditional teacher education courses simply cannot prepare teachers to implement multicultural education.

The problem of developing a multicultural curriculum for the pre-school child makes things even more difficult. There is almost no training available for early childhood educators in multicultural program development. One might question the need for multicultural education for young children. But it is precisely at the pre-school level when basic attitudes towards oneself and others are formed.

The ability of young children to appreciate their own racial and ethnic heritage, respect diversity in other children, and gain an understanding of the universality of human needs, cannot be left undeveloped. Young children require intensive input from teachers and a quality curriculum. The input must begin at an early age when questions of identity and social interaction are paramount and most easily influenced.

Teachers must be provided with in-depth training in multicultural education, if all children's needs are going to be met. They need special training in the values, cultural expression, history, and contribution of all ethnic groups living in the United States. Teachers need information on available resources and materials. They need an environment to examine their feelings toward their own ethnicity and that of others. With special training in multicultural education, teachers can honestly look at their own attitudes and see how they affect children, parents and co-workers. Teachers need concrete skills to create multicultural curriculum units with activities appropriate for young children, to tap community and parent resources, and to find and develop new materials. Teachers must be provided with a classroom training setting where they can experiment with and become proficient in the use of new methods and materials.

We live in a diverse society. Teacher training in multicultural education will allow teachers to develop skills in teaching children about themselves and others. It is not enough to like the children: they must be taught effectively within a multicultural context.

CULTURAL DIVERSITY IN EARLY CHILDHOOD EDUCATION:

TEACHER TRAINING PROJECT (A MODEL)

Cultural Diversity in Early Childhood Education: Teacher Training Project (A Model)

The staff of Cultural Diversity in Early Childhood Education: Teacher Training Project wants to share with you our experience in developing and implementing a teacher training project in multicultural education for young children. We based our project design on the particular needs of teachers working in community-based day care programs in the San Francisco Bay Area. The following description will give you a clear picture of our project. However, the very nature of this type of training requires an analysis of the needs of your staff and the children and parents you serve. It is our hope that the information contained in this pamphlet can be used by many programs as a model for developing high quality, in-depth teacher training projects in multicultural education throughout the country--a model which should be adapted to reflect the specific requirements of your community.

History

Cultural Diversity in Early Childhood Education: Teacher Training Project was developed by the combined efforts of staff from St. Patrick's Day Care Center and concerned persons representing various ethnic and educational organizations. St. Patrick's Day Care Center is a private, non-profit, publicly subsidized child development program serving a multi-ethnic group of children from low income families located in San Francisco, California. As educators and community representatives, we were aware of the tremendous unmet need for a comprehensive training program in multicultural education for early childhood educators. Because of the diversity of children in the San Francisco Bay Area served by child care programs, it is essential that teachers understand the cultures and values of the various ethnic groups represented by their students and translate that awareness into concrete and relevent curriculum. At the time, no such program existed.

In December 1976, Julie Marsh, the Director of St. Patrick's Day Care Center and Irene Pilar, another staff member, submitted a proposal for the Cultural Diversity in Early Childhood Education: Teacher Training Project to the Ethnic Heritage Studies Program (Department of Health, Education, and Welfare).

The proposal received input from an Advisory Board composed of parents and professionals of diverse ethnic backgrounds. The Advisory Board was to play an important role throughout the year through participation in the recruitment and hiring of workshop facilitators, planning the workshops and field work assignments, and evaluating the project.

The highlights of the proposed teacher training project follow:

1. Structure. A two-semester course consisting of bi-monthly workshops and field work experience

2. Content. a. Issues in multicultural education for young children

   b. Cultural heritage of the ethnic groups of the San Francisco Bay Area

   c. Curriculum planning and development

3. Teaching Methods. a. Use of many workshop facilitators from diverse cultural and professional backgrounds

   b. Use of innovative teaching methods such as role playing, audio visual aids, field trips to various ethnic communities, participants' personal experiences as a basis for discussion

c. Development of field work assignments which would give students the opportunity to apply skills learned during the workshops

4. Participants. a. Twenty-five students were to be trained

b. Students would be from diverse ethnic backgrounds

c. Fifteen stipends would be available for students employed full time

d. Students would receive academic credit through the San Francisco State University Extension Program

5. Evaluation. a. On-going evaluation of the project would be implemented by the staff, Advisory Board, and an evaluation consultant

b. Methods to be used included students, staff, and Advisory Board evaluation of workshops; staff evaluation of student work; over-all evaluation of project's effectiveness in meeting goals and objectives

In June 1977, the grant was awarded. The project staff consisted of Irene Pilar, Director; Julie Marsh, Assistant Director; Ofelia Aguil, Field Work Supervisor; and Mary Louie, Secretary/Bookkeeper. During the summer of 1977, an intensive recruitment effort was made to hire high-quality workshop facilitators and participants. The project staff developed a questionnaire and cover letter which was mailed to over 200 community organizations, universities, and child development programs. In addition, a press release was sent to all local newspapers, radio, and television stations. Persons interested in being workshop facilitators were asked to fill out the questionnaire and return it with a copy of their resumé to St. Patrick's Day Care Center. Persons interested in participating as trainees were asked to submit a letter describing their background and work experience.

ST. PATRICK'S DAY CARE CENTER
Teacher Training Project

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MEMO

To: All Interested Agencies and Individuals

From: Irene Pilar, Project Director--St. Patrick's Day Care Center

- -

St. Patrick's Day Care Center has been awarded a grant by the Ethnic Heritage Studies Program (HEW) to implement our proposal entitled Cultural Diversity in Early Childhood Education: Teacher Training Project.

The Project will be a two-semester course, available for credit through the San Francisco State Extension. The course will cover Issues in MultiCultural Education; the Cultural Heritage of the Ethnic Groups of San Francisco; and Curriculum Planning and Development. The course will begin in the second week of September 1977, and conclude in May 1978. The format of the program will be two evening workshops per month as well as two hours of field work at St. Patrick's Day Care Center per week.

We are presently recruiting both workshop facilitators and students interested in participating in the Project. Sixteen workshop facilitators will be hired to reflect diverse ethnic groups and areas of expertise. Each workshop facilitator will be responsible for teaching two workshops and participating in one planning session. The fee will be $150.00. If anyone in your agency is interested in applying for one of these positions, please have them fill out the questionnaire included with this memo and send it to St. Patrick's Day Care Center with their resumé. The deadline is July 29, 1977.

Eighteen students will also be recruited to participate in the Project. Again, we are seeking individuals from diverse ethnic backgrounds with diverse professional and/or academic experience. Fifteen $40.00 stipends will be available to students who presently work full time. If you know anyone who is interested please have them send us a letter briefly describing their background to St. Patrick's Day Care Center.

All applicants will be contacted by the second week of August.

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Workshop Facilitator Questionnaire

St. Patrick's Day Care Center has submitted a proposal to the Ethnic Heritage Studies Program which is part of the Federal Department of Education entitled, "Cultural Diversity in Early Childhood Education: Teacher Training Project". If accepted, we will sponsor a two-semester course in multicultural education for young children. The course has been divided into three sections.

1. Issues in Multicultural Education for young children

2. The Cultural Heritage of Ethnic Groups of the Bay Area

3. Curriculum Planning and Development

Listed below are topics which will be covered in each as well as possible teaching strategies. Please check off the topics which you would be interested in teaching and in which you have expertise. Also check those teaching strategies with which you have had experience.

NAME: _____

ADDRESS: _____

_____

HOME PHONE NUMBER: _____

WORK PHONE NUMBER: _____

Issues in Multicultural Education for Young Children

_____ A. Attitudes of people towards their own cultural background and towards other groups

_____ B. The roots of racism and its effects on children

_____ C. The special needs of immigrant children

_____ D. The influence of class background on behavior and the interrelationship between class and ethnicity

_____ E. Working effectively with parents of different ethnic backgrounds and creating continuity between home and classroom environments

_____ F. Culture as an expression of basic human needs which unites all ethnic groups

The Cultural Heritage of Ethnic Groups of the Bay Area

(Topics)

_____ A. History

_____ B. Creative Expression

_____ C. Values

_____ D. Special Problems

We feel that it is important that a discussion of a particular ethnic group be led by a member of that group. Please indicate your ethnic group as well as areas of interest.

Teaching Strategies for First Two Sections

_____ 1. Sharing personal experiences of trainees and facilitators

_____ 2. Reading and discussing pertinent materials

_____ 3. Video taping, role playing sessions

_____ 4. Use of films

_____ 5. Use of field trips into different neighborhoods, to cultural events, etc.

_____ 6. Use of multimedia techniques

Curriculum Planning and Development

_____ A. Review of existing multicultural materials and kits for young children

_____ B. Techniques in adapting materials for older children in this age group

_____ C. Creating new materials from scratch

_____ D. Integrating a multicultural curriculum with development of cognitive and social skills

_____ E. Planning multicultural units including goals, objectives, lesson plans, materials, teaching strategies and evaluation methods

_____ F. Using multicultural themes in each learning center: art, music, language development, math, science, cooking, etc.

_____ G. Use of community and parent resources both in and out of the classroom to enrich curriculum.

_____ H. Observing at other Early Childhood Education Centers where multicultural or bicultural materials are used

Teaching Strategies

_____ 1. Discussion of how to use materials

_____ 2. Experience in making materials

_____ 3. Evaluation of curriculum and materials developed and used during field work experience

_____ 4. Experience in planning, implementing, and evaluating field trips and use of community resources within the classroom

Although we feel that the topics mentioned above are vital, we are open to your suggestions of topics and teaching strategies which will enhance the trainees experience during the course of the Project. Please list below any ideas you have.

Fifty applications were received from persons interested in leading workshops. The project staff and Advisory Board developed criteria for hiring the facilitators.

General Criteria for Workshop Facilitators

Each criteron shall have value of 10 points. Points shall be given based on the resume, interview, and references.

A. Experience in leading workshops or groups

B. Formal education or field experience in area of expertise

C. Ability to communicate effectively with persons of diverse ethnic backgrounds

D. Ability to devise creative teaching strategies

E. Ability to work cooperatively with other workshop facilitators, and the staff, including team-teaching

F. Commitment to the philosophy and goals of the Project

Criteria for First Semester Workshops

1. First Workshop (Overview of Multicultural Education: History, and Legislation)

   A. Involvement in the struggle for multicultural education

2. Issues in Multicultural Education

   A. Community service and organization experience

   B. Academic background in sociology or related subject

   C. Immigrant background

   D. Experience in working with newly-arrived immigrants

   E. Teachers or directors of Early Childhood Education programs with experience with multi-ethnic families

3. Cultural Heritage of San Francisco Ethnic Groups

   A. Persons of Black, Chinese, Japanese, Latino, Filipino, or Italian background with expertise in the heritage of their own ethnic group.

After an initial screening of completed questionnaires, committees of Advisory Board members and staff were assigned to interview applicants. The attempt was made to have at least one member of each committee with the same ethnic background as the applicant.

Before making final decisions, another committee was appointed to finalize the subject areas for the whole project and the dates of first semester workshops.

Twenty-two individuals were chosen. Facilitators would lead one to five workshops depending on their area of expertise. Each workshop would be led by two facilitators who would bring their own perspective to the topic.

Thirty individuals submitted letters expressing interest in becoming trainees in the Project. The staff chose the participants based on our desire to have a diverse group of students. Each student was asked to fill out a survey which would help the facilitators plan their workshops to meet the specific needs of the participants.

Survey

Name: _____ Age: _____

Ethnic group: _____ Cultural background: _____

Educational background:

Teaching experience:

Life experience:

What do you hope to obtain from this Teacher Training Project?

Areas you want to explore/learn about in this Teacher Training Project:

What would you add to the proposed outline? What would you subtract?

Please check the appropriate answer:

I have no background in Multicultural Education _____

I feel comfortable in a Multicultural classroom _____

I am competent in teaching a Multicultural class _____

I am able to conduct a workshop in Multicultural education for teachers _____

Comments:

At the end of August 1977, a planning session was held for all facilitators who were scheduled to lead workshops in the first semester. The purpose of the session was to organize the format of each workshop and decide upon materials and field work assignments.

On September 6, 1977, the first semester began.

Another planning session was held in January 1978 to develop the second semester's schedule, the specific content of each workshop, and field of work assignments. The trainees had expressed their desire to be part of the planning process. The staff was pleased by their interest and included the participants in the planning session. The second semester began on February 14, 1978 and ended on May 30, 1978.

Planning Session Agenda

January 14, 1978
10:00 to 4:00

10:00 to 11:00

1. Introduction of staff, facilitators, students
2. Objectives for the second semester
3. Filling out W-4 form and contract form
4. Handing out directories of facilitators and students

11:00 to 12:00 noon

5. Students get together to discuss schedule
6. Facilitators get together with partner

12:00 noon to 12:30

7. Lunch

12:30 to 2:00

8. Breaking up in four (4) groups (four students in each group)

    a. All-Day Workshop
    b. Team
    c. Learning Centers
    d. Others

2:00 to 3:00

9. Reports from each group

3:00 to 4:00

10. Discussion of schedule; Summary

Objectives

The objectives of the Project follow:

A. To develop in all participants an in-depth understanding of complex issues surrounding multicultural education, with the following components:

1. An examination of each trainee's attitudes toward his or her own ethnicity and that of others
2. An examination of the causes of stereotypes and racism and how they affect children
3. An investigation of the meaning of cultural heritage and its effects on an individual's personality, behavior, and values
4. An exploration of how ethnic background affects children's behavior in the classroom
5. An exploration of cultural variety of expression as a manifestation of basic human needs
6. The effects of immigration from one culture to another, particularly as it pertains to young children

B. To give trainees information about the cultural heritage of different ethnic groups of San Francisco, specifically in the following:

1. History
2. Creative expression
3. Values
4. Special problems

C. To give trainees practical skills for implementing a comprehensive multicultural program for young children in the following:

1. Curriculum development
2. Use of materials in creating the classroom environment
3. Parent-teacher relations
4. Use of community and parent resources in and out of the classroom
5. Teaching methods relevant to multicultural education

D. To give each participant supervised field work experience at St. Patrick's Day Care Center and in the community to develop proficiency in the following:

1. Observation of the behavior of children as they relate to their ethnic background, individual differences, and developmental levels

2. Ability to relate affectively and sensitively with children of diverse cultural backgrounds

3. Ability to recognize and meet the special needs of immigrant children

4. Teaching lessons as part of a multicultural unit in music, art, cooking, language development, science, and math

5. Effectively using materials created in the workshops

6. Evaluating the success and shortcomings of curriculum and materials

E. To involve members of ethnic community organizations, the academic community, and Early Childhood Education agencies as consultants, facilitators and advisors in order to:

1. Enrich the experience of the participants

2. Present divergent and controversal points of view

Project Structure

The teacher training project combined workshops with field work experience. Following is the actual schedule of the workshops.

Fall Semester 1977

Sept. 6 Overview of Multicultural Education

Facilitators: Dan Begonia, Richard Bains

Sept. 20 Participants attitudes toward their own ethnicity, that of others; roots of racism and its effects on children

Facilitators: Dan Begonia, Karolyn Van Putten

Oct. 7 Influence of ethnic background on behavior, personality, tastes

Facilitators: Sudhakar Joshi, Ben Tong

Oct. 18 Influence of class background on behavior; the inter-relationship between class and ethnicity

Facilitators: Helen Keller, Thelma Davis

Nov. 1 The special needs of immigrant children; influence of ethnic background on children's behavior in the classroom and teaching strategies to allow children to be themselves

Facilitators: Mary Anchondo, Ardele Jones, Shirley Lee, JoAnn Mitchell, Dulia Lejarza

Nov. 15 How to work effectively with parents of different ethnic backgrounds

Facilitators: Glendora Patterson, Tee Wolfe

Nov. 29 Culture as an expression of basic human needs which unite all ethnic groups

Facilitators: Jim Gray, Mona Kataoka

Dec. 3 All-day workshop on the cultural heritage of ethnic groups in San Francisco to include panel discussions, small group workshops, multicultural dinner, and creative arts performance

Facilitators:

Native American	-	Teresa Lee
Filipino	-	Dan Begonia
Black	-	Richard Bains
		Tee Wolfe

Spring Semester 1978

Feb. 11 — All-day workshop on the cultural heritage of ethnic groups in San Francisco to include panel discussion, small group workshops, multicultural dinner, and creative arts performance

Facilitators: Latin - Amalia Baina, Guillermo Rivas
Chinese - Winnie Tang
Japanese - Jim Okutsu

Feb. 21 — Review of existing materials and kits for young children

Facilitators: Mary Anchondo, JoAnn Mitchell, Dulia LeJarza, Shirley Lee

Feb. 22 — Techniques in adapting materials for children in this age group and creating materials from scratch

Facilitators: Ada Mason, Chiori Santiago

Mar. 6 — Integrating curriculum into your environment through learning centers focusing on cognitive, social and physical skills

Facilitators: Mary Anchondo, JoAnn Mitchell, Dulia Lejarza, Shirley Lee

Mar. 7 — Review and discussion concerning topics covered in the first three workshops

Mar. 27 — Planning curriculum units including goals, objectives, lesson plans and materials

Facilitators: Mary Anchondo, JoAnn Mitchell, Dulia Lejarza, Shirley Lee

Mar. 28 — Teaching strategies and evaluation methods

Facilitators: Chiori Santiago, Chito Laygo

Apr. 10 — Using curriculum themes in each learning center: Art and Music

Facilitators: Arthur Carraway, Amalia Bains

Apr. 11 — Review and discussion of the last three workshops

Apr. 24 — Using curriculum themes in each learning center: Language Development, Math, Science and Cooking

Facilitators: Ada Mason, Carol Lai

Apr. 25	Use of community and parent resources both in and out of the classroom
	Facilitators: Richard Bains, Amalia Bains
May 2	Final review and discussion of workshops; Discussion of semester Project
May 30	Final Workshop: Evaluation of the semester

Workshop Outlines

Facilitators were asked to submit outlines of their workshops to be approved by the Project staff.

As it happened, the workshops did not always cover all the material listed in the outlines. Frequently there was not enough time. Also, facilitators were encouraged to be flexible and modify their workshops to maximize student participation. The following is an example of the outlines submitted by the facilitators:

Outline for November 1, 1977 Session

Special Needs of the Immigrant Child

Objective: To examine the influence of the cultural background of the immigrant child on his/her behavior in the classroom and teaching strategies which allow children to be themselves, yet still learn, grow and value others.

I. Introduction

A. Historical Background

1. Comparisons of the immigrant experiences of different ethnic groups
2. Current issues and present conditions

II. Sensitizing Teachers to the Experiences of Immigrant Children in the Classroom (through participation activities)

A. The Child's Experience in the Classroom
B. Values in Cultures
C. Discussion of Competences Needed to Work With Immigrant Children

III. Teaching Strategies

A. Exploration of Ways to Make an Immigrant Child Feel Comfortable in the Classroom
B. Analysis of Activities for Potential Value Conflict for an Immigrant Child

NOTE: Pre-Assignment. There will be a pre-assignment of four articles to be read by participants so that they will have the same prior knowledge of the historical background and current issues surrounding "immigrant children".

Field Work Assignments

The Project staff developed the field work assignments to complement the workshops. The assignments were intended to provide actual experience in the classroom and the community in order to develop practical skills as well as promote positive changes in the attitudes of the participants. The students themselves were a rich source of knowledge and experience.

Fall Semester 1977: Student Assignment

Reading Assignments (Due week of Nov. 28th-Dec. 2nd)

A. Each student will receive a bibliography of recommended readings for the semester. Choose one book to read and write a brief critique. The critiques will be compiled and a copy will be given to each student for future use.

B. Throughout the semester, workshop facilitators will give students articles to read prior to their workshops. Students will be responsible for reading all such literature.

Field Work Assignment (Sept. 12-16)

Students will have a conference with the Field Work Supervisor to go over all assignments. The Field Work Supervisor will explain St. Patrick's Day Care Center program. Students will be asked to decide upon three individual learning objectives for the semester. A self-evaluation based on whether each student has met their objectives will be required at the end of the semester. In addition, each student will choose an immigrant ethnic group they would like to explore in their case study. (See assignment below)

Written Assignment (Due Sept. 19-23)

Write a description of yourself and your background.

Field Work Assignment (Sept. 19-23)

Observe St. Patrick's Day Care Center program. In particular, observe what aspects of the program fit your definition of multicultural education in the following components:

1. environment
2. materials
3. teaching strategies
4. activities

Written Assignment (Due Sept. 26-30)

1. Define multicultural education.
2. Write down your observations of the above components of St. Patrick's Day Care Center program.
3. List a specific change you would make in each component to fit your definition of multicultural education.

Field Work Assignment (Sept. 26-30)

Choose two children you wish to observe, one from your own ethnic background and another from a different ethnic background. (If there is no child of your ethnic background at St. Patrick's, we will arrange to have you do this part of the assignment at another center.)

Observe each child and write down their actions in the following situations:

1. Child interacting with another child
2. Child interacting with an adult
3. Ten minutes observation of child during free play
4. Ten minutes observation of child during a group activity (snack, group time, learning center activity)

Written Assignment (Due Oct. 3-7)

1. Compile written observations.
2. Examine similarities and differences between the two children. Do you feel they were based on ethnic background, personality, or developmental level (age and/or maturity)? Explain.
3. Describe the differences and similarities in your attitudes toward the children.

    a) Did you like/dislike each child?
    b) What aspects of each child's behavior/personality did you respond to favorably/unfavorably?
    c) In what ways was your attitude towards each child affected by your self-concept as a member of your ethnic group and your attitudes/stereotypes of other ethnic groups?
    d) Based on awareness of differences of your attitudes towards children of various ethnic groups, what teaching strategies would you use to make each child comfortable in your classroom?

Field Work Assignment (Oct. 3-14)

You will be "paired" with a student of a different ethnic background than your own. You will visit each other's home. Together you will go to a cultural event, restaurant, church, community center, etc. representative of the ethnic heritage of each of you. (Money will be provided for field trip if necessary.)

Written Assignment (Due Oct. 17-21)

1. Before visiting each other's home and attending events, write down your expectations.
2. After both home visits and events, write down your experience. What did you feel during each experience?
3. Share your written observations with your partner and discuss similarities and differences in perception of the experiences.
4. After the discussion with your partner, write down the differences among your expectations, your actual experiences, and your knowledge gained through sharing observations with your partner.

Field Work Assignment (Oct. 17-28)

Observe and/or interview two people, either children or adults of the same ethnic background but of different class background, working class or middle class, as defined below:

Working class: low income, no higher than high school education, unskilled worker

Middle class: middle or high income, college education, skilled or professional worker

Compare similarities and differences in:

1. tastes
2. values
3. family size, structure, interrelationships
4. role of children
5. what are considered major problems and how they are resolved

Written Assignment (Due Oct. 31-Nov. 4)

1. Write down your observations based on the above items.
2. Which characteristics were based on class and which on ethnic background.
3. How could you use this information in your classroom to develop your multicultural program?

Field Work Assignment

Based on your preference, you will be assigned a recently arrived immigrant child. The following four field work assignments will constitute a case study of the special needs of an immigrant child.

Child Observation (Oct. 31-Nov. 4)

You will be introduced to "your" child. You are to interact with and observe this child for two hours, noting the following:

1. Child's interaction with adult of same language/ethnic background
2. Child's interaction with another child of same language/ethnic background
   Child's interaction with another child of different language/ethnic background
3. Child's language/communication ability
4. Child's tastes in materials, activities
5. Special needs of child

Parent Interview (Nov. 7-11)

We will arrange an interview between you and the parent of "your" child. Arrangements for an interpreter will be made, if necessary. You will base your interview on the following questions:

1. What are the parents' child-rearing practices?
2. Has the parent observed difficulties the child is having in adjusting to a new culture and language?
3. What are the likes/dislikes of the child?
4. What is the parent's background?
5. Why did the family immigrate?
6. What is the family structure?
7. What cultural values do they want their children to retain?

Teacher Interview and Second Child Observation (Nov. 14-18)

We will arrange an interview with the teacher of your child. Ask him/her the following questions:

1. How does the child function in the classroom? With other children? With adults?
2. In what ways has the staff tried to help the child adjust to the new environment?
3. What, if any, special problems does the child have and what are the teaching strategies for solving these problems?

After your interview with the child's teacher, you will spend the rest of your field work period observing and interacting with the child. Note the same items as in the first observation. Has your observation changed due to more knowledge of the child's background?

Learning Center Activity Geared Toward Immigrant Children (Nov. 21-25)

During your field work November 14-18, plan and discuss with the Field Work Supervisor an activity you would like to do with a small group of children, geared towards the special needs of immigrant children. Use the knowledge gained from your case study, as well as from the workshops in developing an activity. The Field Work Supervisor will provide you with any equipment or

you may need. Develop objectives for the activity and some way to evaluate its success. The activities will be video taped.

Written Assignment (Due Nov. 30)

Write a journal based on the above four field work experiences to include the following:

1. Initial observations and interaction with the child
2. Interview with the parent
3. Interview with the teacher
4. Second observation of the child
5. Activity objectives, materials used, evaluation
6. What you have learned from this project which would help you understand the special needs of immigrant children and develop teaching strategies for helping them adjust to a new culture and language.

With the approval of the Field Work Supervisor, students may do special projects in lieu of one or several field work assignments if they cover the same subject areas.

Final Conference (Dec. 5-9)

Evaluation of each student will be based upon:

1. Self-evaluation of your success in meeting your three stated learning objectives.
2. Class Participation: students are expected to attend all workshops and field work experiences. If a student is absent from more than two workshops, an extra project will be assigned. Students must make up any field work they miss. Please notify the Field Work Supervisor if you must miss field work so that your time slot can be rescheduled.
3. Completion of all written assignments are due.
4. Written assignments should reflect honest, thorough explorations of the complex issues surrounding multicultural education. We are not looking for "pat" answers. We hope that through the workshops and assignments, we will all begin to examine our feelings and beliefs openly and begin the slow process of change.

Spring Semester 1978: Field Work Assignment

During the Planning Session on January 14, 1978, students, staff, and facilitators decided upon the field work assignment for the Spring semester. There will be one semester project. Each student is assigned to one of three groups. (Your group is listed below). The groups have been assigned on the basis of ethnic diversity. Each group will develop, collectively, a multicultural curriculum unit for a month's duration. (Three days per week of planned activities). The curriculum unit must include the following components:

1. Daily Schedule

2. Goals and Objectives

   What will the children learn during the curriculum unit? Be specific. Objectives should be written so that they can be evaluated.

3. Activities

   Large and small group activities should be planned. A lesson plan for each activity should be written. Each lesson plan should include: objectives, activity, materials used. Activities should be planned in the following areas: Art, Music, Language Development, Cooking, Science, Math, and Creative Dramatics.

4. Materials

   List materials to be used in designing classroom environment that is multicultural and appropriate to your theme. List materials which you would make, purchase, or borrow for your activities. Select examples of materials central to your theme and make or purchase them. Each group will have a budget of $50.00. Materials to be included are: games, children's books, posters, artifacts, etc.

5. Community-Parent Resources

   Include field trips related to your theme; persons with special skills to give presentations at your Center; contributions of parents to the development of the curriculum.

6. Teaching Strategies

   Describe methods of presenting your theme to the children. Specifically, how would you relate difficult concepts to young children?

7. Integration of Theme with Development of Cognitive, Social, and Physical Skills

   Describe how your activities will be used to increase skill levels of the children as well as develop knowledge of the theme.

8. Evaluation

   Develop a method of evaluating the success and shortcoming of your curriculum unit. Specifically, how can your goals and objectives be tested?

Process

Each group can decide how to develop the curriculum unit. Components may be divided or worked on collectively. An important part of the process will be sharing both the professional and ethnic backgrounds of individual students with the group. We anticipate that collectively you will be able to come up with exciting and creative semester projects!

Product

1. Each student will do one of the activities developed as part of your curriculum unit with a group of children either at their own Center or at St. Patrick's. The activities will be video taped. We would like to use the tapes from last semester with the ones from this semester to see what changes have occurred during the year. It is hoped that we can show at least excerpts from the tapes so that you can all learn from each other.

2. Each group will turn in a workbook including each component of the project. Samples of materials will also be turned in.

Groups

Group I	Group II	Group III
Gary Ma	Caroline Reese	Robert Carnal
Maria Roure	Pelagia Oliva	Will Lawson
Joe Brese	Bonnie Westlin	Silvia Ramirez
Salome Rosero	Susan Lee	Roseanne Bautista
Phyllis Haynes	Algeo Casul	Pat Gallagher

Conferences

There will be three conferences with the Field Work Supervisor during the Spring semester. The first two conferences will be with your group. The purpose will be to discuss, clarify, and solve any problems relating to the semester project. The last conference will

occur at the end of the semester and will be on an individual basis to evaluate the entire year's work. The schedules are as follows:

1. First Conference - Thursday, February 23

   10:00 a.m. - 11:00 a.m. Group I

   1:00 p.m. - 2:00 p.m. Group II

   3:00 p.m. - 4:00 p.m. Group III

2. Second Conference - Thursday, April 20

   10:00 a.m. - 11:00 a.m. Group I

   1:00 p.m. - 2:00 p.m. Group II

   3:00 p.m. - 4:00 p.m. Group III

3. Third Conference - Thursday, June 1 and June 8

   Time will be scheduled at a later date.

Evaluation Methods

Cultural Diversity in Early Childhood Education: Teacher Training Project was an experimental program. The Project staff felt it was essential to evaluate on feedback from students and the Advisory Board. On-going evaluation took various forms. Students filled out an evaluation form after each workshop.

Workshop Evaluation Form

Content of Workshop

Comments:	Interesting
	So-so
	Boring
	Don't know

Comments:	Very Useful
	Of some use
	Useless
	Don't know

Method of Presentation

Comments:	Interesting
	Average
	Boring
	Don't know

Questions and Discussion

Comments:	Excessive
	Adequate
	Not enough
	Don't know

Reading Assignment

Comments:	Excessive
	Appropriate
	None

Comments:	Interesting
	Average
	Boring
	Don't know

Give an example of how to apply the content of the workshop in an actual classroom.

Give additional comments on the back.

All-Day Workshop Evaluation Form (ARC 12/77)

Content of Workshop	Boring	So-so	Inter-esting	Useful	Of some use	Useless	Comments
Session One							
Session Two							
Session Three							
Session Four							
Session Five							

Method of presen-tation	Interest-ing	Average	Boring	Comments
Session One				
Session Two				
Session Three				
Session Four				
Session Five				

Discussion	Excessive	Adequate	Inadequate	None	Comments
Session One					
Session Two					
Session Three					
Session Four					
Session Five					

1. Did you enjoy the one-day workshop? Why?

2. Was there enough variety in the presentations?

3. Please summarize the essential theme(s) of the one-day workshop.

4. Do you want more one-day workshops? How many?

5. How should the one-day workshops be organized?

6. Did you enjoy the social gathering after the workshop?

7. Additional Comments:

After every other workshop, the project staff summarized the result of the student evaluations in a memo which was sent to all facilitators. The memo also included staff and Advisory Board feedback. It was particularly important as a way for workshop leaders to keep continuous communication flowing between the students, facilitators, staff, and the Advisory Board.

The Advisory Members participated in the on-going evaluation of the project by taking turns attending the workshops and reporting back to the Board meetings which took place once a month. Staff would include their input in the memos.

Students performance was evaluated in several ways. The first semester there was a "pre-workshop" and "post-workshop" test to see what information students gained as a result of the project. The questions were written by the facilitators of each workshop.

ST. PATRICK'S DAY CARE CENTER
Teacher Training Project

366 CLEMENTINA STREET
SAN FRANCISCO, CALIFORNIA 94103
Telephone (415) 543-7956

MEMO

DATE: October 3, 1977

TO: All Students in Teacher Training Project

FROM: Staff of CDECE: Teacher Training Project

RE: Questions on the contents of Workshops

- -

As part of our evaluation process, we would like you to answer the following questions prior to the workshops. We will be asking the same questions again at the end of the Fall semester 1977. This is one way we can measure the effectiveness of the workshops in meeting the objectives of our project.

Oct. 7 Influence of ethnic background on behavior, personality, tastes

1. What is the difference between Chinese and Chinese Americans?
2. What is the impact of institutional racism, particularly in the form of white supremacist laws and the positive racist stereotype of a passive, timid, and non-assertive people (Chinese Americans).

Oct. 18 Influence of class background on behavior; the interrelationship between class and ethnicity

1. Write a short definition of what constitutes class and ethnicity.
2. List an example of class behavior and an example of ethnic behavior.

Nov. 1 The special needs of immigrant children; influence of ethnic background on children's behavior in the classroom and teaching strategies to allow children to be themselves

1. What skills are needed to work with immigrant children?
2. What are some ways to make an immigrant child feel comfortable in the classroom?

Nov. 15 How to work effectively with parents of different ethnic background

1. What are some of your observations or impressions of a parent whose ethnic background is different from yours?

2. Do you know of any books, articles, films or any resource materials that would be helpful in understanding parents whose ethnic background is different from yours? If you do, please list them.

Nov. 29 Culture as an expression of basic human needs which unite all ethnic groups

1. What is the difference between Multicultural Education and Ethnic Studies?
2. How can teachers implement Multicultural Education in their classrooms?

Dec. 3 All-day workshop on the cultural heritage of ethnic groups in San Francisco to include panel discussions, small group workshops, multicultural dinner and creative arts performance

Native American

1. What are the developments in contemporary Indian education?
2. What are the "relocation" areas in California for Native Americans?

Filipino

1. What is meant by "colonial mentality"?
2. What factors have contributed to its development among Filipinos?

Black

1. What do you know about African history?
2. Have you attended a Black cultural event? If you have, write a brief description of that event.

Your immediate response to these questions would be greatly appreciated.

IBP:dgz

Students were also evaluated on the basis of their written assignments by the Field Work Supervisor during conferences which were held three times each semester. The final assignment of the first and second semesters included developing and implementing an activity with children. Both assignments were video taped so that students could see their work with the children and discuss their strengths and weaknesses. The two tapes were compared at the end of the project to see what changes occurred.

At the end of the first semester, the project staff scheduled a workshop with only the students and staff to evaluate the first semester. During this workshop the students decided that they would like to have more time to discuss the topics covered by the facilitators among themselves and the staff. They also felt that they could learn a great deal from each other's experiences. As a result, three evaluation workshops were scheduled during the second semester. During these sessions, informal evaluation took place.

FINAL EVALUATION

PLANNING AND ADMINISTRATION

USE OF ETHNIC ORGANIZATIONS, THE ACADEMIC COMMUNITY,

AND EARLY CHILDHOOD EDUCATION PROGRAM AS RESOURCES

PLANNING AND ADMINISTRATION OF THE CDECE: TEACHER TRAINING PROJECT

Consultation with the Advisory Board

The Advisory Board participated extensively both in the development of the proposal and in the initial planning process. Members helped design criteria for selecting workshop facilitators, participated in the interviews, and approved the final selection. They also helped develop the final semester schedules.

Each month from the beginning of the first semester, the project staff met with the Advisory Board to discuss the progress of the project, review the budget, and receive input from the members. Planning for the meetings involved development of an agenda, pertinent materials, and written notices of the time and place of meetings. The Advisory Board actively participated in the project by attending the workshops and commenting on their effectiveness. They also helped plan and attended the planning sessions for each workshop. Any changes in format or in the budget were first approved by the Advisory Board.

The Advisory Board was an invaluable asset to the project staff. They provided needed input throughout the duration of the project and assisted the staff in making numerous decisions.

Recommendation for Improvement

1. None. Consultation with Advisory Board was successful.

Planning and Implementing On-Going Evaluation

The Advisory Board helped select an evaluation consultant, Lance Tsang, a staff member of the Asian American Bilingual Center. The project staff met with Lance to discuss the methods of on-going evaluation of the project. He developed an evaluation form which students were to fill out after each workshop. We also decided upon the use of "pre" and "post" test to be given at the beginning and end of the first semester. The questions were to be designed by the workshop facilitators.

The evaluation form was a successful tool. We were able to use the information provided by the students to continually improve the effectiveness of the workshops. However, there were problems with the implementation of the "pre" and "post" test. By the time we were able to get the questions from the facilitators, the semester was half over. We gave the "pre" test to the students to fill out at home and return the following week. Many students did not actually return the test until several weeks later. Thus the "pre" and "post" tests, comparing the knowledge of the students before the workshops with their knowledge after the workshops, could not be considered an accurate measure of the effectiveness of the project.

A more accurate gauge of affective and cognitive changes in the students as a result of the project was the written work submitted by the students as part of the Field Work Assignments. The assignments were used extensively in determining the success and shortcomings of the project in meeting the stated goals and objectives.

After the first few workshops it became apparent that there was a lack of communication between the project staff, the students, and the workshop facilitators. In addition to the use of different facilitators for each workshop, we had also assigned two facilitators to each workshop. One of the problems which arose was the lack of communication between facilitators leading the same workshop. These individuals who had worked together previously were able to plan excellent sessions. Those who had not worked together were frequently unable to work well as a team. Because our structure included the use of many facilitators, there was a clear need for continuous feedback to facilitators on what had been covered in the previous workshops as well as the response of the students and staff to the teaching methods utilized.

Based on an Advisory Board suggestion, the staff decided to compile student, staff, and Advisory Board feedback into memos which were sent to all workshop facilitators. The project staff collated, wrote, and sent out the memos after every other workshop.

Although this form of communication greatly increased the effectiveness of the workshops, it was clear that facilitators should have had more time to coordinate their workshops, both in terms of content and structure.

Recommendations for Improvement

1. The "pre" and "post" test should be developed during the initial planning session. The "pre" test should be administered during the first workshop. The "post" test should be administered during the last workshop.

2. Maintain facilitators of diverse ethnic and professional backgrounds but reduce the number. A core group of ten facilitators would provide continuity as well as diversity.

3. Only facilitators who had worked together previously should lead workshops as a team. Other workshops should be led by one facilitator.

4. Planning sessions should last 2-3 days. There should be a mid-semester planning session to modify original plans as well as provide an opportunity for more communication between facilitators.

Implementation of the Planning Sessions

The initial planning session was held on August 20, 1978. Workshop facilitators involved in the first semester attended, along with the project staff and General Advisory Board members. The objective of the session was to have the facilitators fill out contracts stating terms of employment and W-4 forms, discuss the objectives of the project, meet with their "partner" to develop the workshop outlines, and present the outlines to the total group for feedback. The planning session was well organized, but as stated before, unable to create the required continuity for the students.

The project staff, based on student suggestions, included students in the second planning session. The session schedule included discussion of the objectives for the second semester, a presentation by each facilitator on the tentative content of their workshop(s), discussions between the facilitators and students on the workshop content and format, and discussion of the Spring semester field work assignment.

During the second semester we had less facilitators scheduled to lead more workshops. One group of resource teachers from the San Francisco Unified School District led three workshops. Both the students and staff found that greater continuity was created and learning was enhanced.

The discussions between facilitators and students proved fruitful. Students were better satisfied with the second semester workshops.

Recommendations for Improvement

1. More time should be available for planning.

Organization of All-Day Workshops

Two All-Day Workshops covered the values, history, special problems, and creative expression of Native American, Pilipino-American, Afro-American, Japanese-American, Chinese-American, and La Raza cultures. The project staff met with the facilitators involved to plan the details of each workshop. A schedule was developed and sent to the students. Each facilitator was responsible for finding an artist from his/her ethnic group to provide entertainment and enrichment for their workshops. Each facilitator was also responsible for setting up an "environment" reflective of his/her culture.

Both workshops were successful. The only problem was the great quantity of material which was supposed to be covered in too short period of time. There was simply not enough time to do justice to each culture.

Recommendations for Improvement

1. Three All-Day Workshops covering two ethnic groups per day would allow the time necessary for a better presentation and a longer discussion period.

Development of the Field Work Assignments

The project staff developed the field work assignments for the first semester to compliment and enrich the learning taking place in the workshops. Each student was scheduled to meet with the Field Work Supervisor three times during the semester. At the first conference, the Field Work Assignments were explained and students had an opportunity to ask any questions concerning the work. During the workshops, students were reminded of deadlines for submitting written work, were given a schedule for field work at St. Patrick's Day Care Center, and a conference schedule.

The only complaint of the students concerning the Field Work Assignments was the amount of written work assigned. Although they felt they gained a great deal from doing the assignments, many participants did not have the time to write high quality papers describing their experiences. The staff took this complaint into consideration in designing the Field Work Assignment for the second semester.

The second semester's assignment was tentively developed by the project staff before the Planning Session. The objective of the assignment was to give students practical experience in designing and implementing a multicultural curriculum for young children. At the Planning Session students said they would like to work together on the assignment in groups of eight. The staff agreed on the basis that collective work would provide additional opportunity for cross-cultural exchange. At the Planning Session the details of the Field Work assignment were finalized.

The project staff wrote a description of the exact method and requirements for completion of the Field Work Assignment. The staff also divided the groups into three groups of eight students each to reflect the greatest ethnic diversity.

Each group was to meet three times during the semester with the Field Work Supervisor. In addition, the staff decided to use one hour during each of the evaluation workshops to work on the Field Work assignments. A special Saturday morning workshop was also scheduled mid-semester for students to work on their assignments.

The final portion of the Field Work assignments involved implementing a series of activities which each group had planned as part of their assignment. The students decided on a center to do their activities. All activities were video taped by the project staff to be compared with the tapes from the first semester.

There were several reccuring problems with the structure of the Spring Field Work Assignment. The students within two of the groups found it very difficult to meet together and do the work collectively. They had problems finding time and places which were convenient for the group members. They also had some difficulties in deciding upon the content for the assignment. Although the project staff attempted to help solve the problems, they were never adequately resolved and, as a result their work suffered. The third group worked very well together and successfully completed their project.

Recommendations for Improvement

1. The written assignments required of students who are working full time should be limited although a certain amount of written work is desirable.

2. Group projects are not advisable because of difficulties for some students in meeting and coordinating collective work. Each student should be responsible for his/her own assignments.

Preparation and Purchase of Materials

Each workshop facilitator was asked to submit a list of materials needed for implementation of his/her workshop. The materials included: books, articles, art supplies, audio-visual equipment, etc. Facilitators were asked to submit specific reading materials which they wanted duplicated and sent to students before the workshops.

There was some variation in the effectiveness of this process, particularly during the first semester. Although most facilitators submitted their lists ahead of time, some did not give the staff enough time to duplicate materials and send them to the students far enough in advance. The result was that some students had not read the materials before the workshops as was planned. However, during the second semester we required the facilitators to submit their lists at the beginning of the semester. All articles were duplicated and given to the students at the first workshop.

Recommendation for Improvement

1. All materials should be prepared by the beginning of each semester and given to the students along with the workshop outlines and field work assignments.

Fiscal Management

The project staff, assisted by the Advisory Board, successfully administered the grant from the Ethnic Heritage Studies Program. The

monthly reports required were all submitted accurately and on time. The other record-keeping requirements were keeping accounts of the payroll and other expenditures. All contractual personnel (workshop facilitators and the evaluation consultant) signed a contract with the Center specifying fees and responsibilities. A file was kept on each facilitator as well as all the students. The students received their monthly stipends according to the amount specified in the proposal ($40.00 a month).

The project staff found it necessary to make some minor modifications in the budget. More money was necessary for printing and for telephone bills then anticipated. Some equipment which were going to be rented were borrowed from San Francisco State University and the Asian American Bilingual Center. However, we spent more funds on video tapes than planned. One problem with the budget was the small amount allotted for fees for the workshop facilitators. Because facilitators were only contracted for workshops and one planning session, we were unable to meet with them on a more regular basis.

Recommendations for Improvement

1. Fees for workshop facilitators should be increased to allow for greater planning time and consultation with project staff.

The Use of Ethnic Organizations, the Academic Community and Early Childhood Education Programs as Resources

The initial development of the project proposal included the input of the following organizations and individuals:

St. Patrick's Day Care Center
Filipino-American Council of San Francisco
Central City Headstart
Coordinating Council for Children's Services
Filipino Youth Coordinating Council
Vilma Mendoza, Community Worker in the Mission District
Asian American Bilingual Center
Change for Children
Sandigan
Haight-Ashbury Children's Center
Lynn Steinman, Professor of Early Childhood Education, San Francisco State University
Pilipino Legal Defense and Education League
Children's Council of San Francisco
Mary Ann Schweikert, Consultant, State Department of Education

In addition, our Advisory Board was selected to represent diverse ethnic groups and organizations. The members were representatives of the following organizations:

Dr. James Eckenrod, Professor, University of San Francisco
Ada Hall Mason, Professor, California State College, Sonoma
Chito Laygo, Evaluator, Asian American Bilingual Center
Ruth Yee, Director, Chinatown Children's Community Center
Isabel Toscano, Board Member, Children's Council of San Francisco
Ross Quema, Principal, Filipino Education Center
Gail Nishioka, Field Representative, The Youth Project
Sally Buchmann, Parent, St. Patrick's Day Care Center
Visitacion Hernandez, Parent, St. Patrick's Day Care Center
Bess Jones, Parent, St. Patrick's Day Care Center

One of the important criteria for selection of workshop facilitators was to choose a diverse group who could articulate academic, community, and early childhood education perspectives.

Of the 26 workshop facilitators, nine were teaching at the university level, nine were early childhood educators, and eight were working with community organizations. It must be noted that there was a great deal of overlap in these categories. Almost all the workshop facilitators, regardless of current employment, were active participants in community organizations and issues. In addition, the workshops themselves utilized the resources and materials developed by many ethnic organizations. Students were made aware of the vast amount of information available through the use of the community as part of the curriculum. Students also learned the value of exchange within the early childhood education community by sharing ideas with each other. On the suggestion of the students, the second semester workshops were held in different child care programs, creating the opportunity for the students to visit different centers and observe the physical environment and materials used by each program. During the All-Day Workshops, the students were exposed to community artists of different ethnic backgrounds. The following artists provided entertainment and enrichment for the program:

Gloria Toolsie, Carribean dancer, Bacchanal Canal Dance Company
Phillip Gotanda, Japanese-American folksinger
Bessie Dulay, Filipino dancer
Al Robles, Filipino poet
Tee Wolfe and Marva Edwards, Afro-American dancers and actresses

One of the Field Work Assignments during the first semester also utilized the community as a resource. Students were paired with another student of a different ethnic background. Each student was to take their partner to an event, restaurant, museum, church, etc., representative of their ethnic background.

Finally, the project utilized San Francisco State University as a resource by contracting with the Extension Program to run the course for academic credit. In this way, students were able to earn six units through participation in the project.

Recommendations for Improvement

1. None. The project was successful in extensively utilizing the academic, early childhood education, and community resources of San Francisco Bay Area.

Teaching Strategies

During the Teacher Training Project, the workshop facilitators used different teaching strategies in presenting their workshops. We had seven three-hour workshops and one all-day workshop for the Fall semester 1977.

1. Overview of multicultural education
2. Participants' attitudes toward their own ethnicity, and that of others; roots of racism and its effects on children
3. Influence of ethnic background on behavior, personality, tastes
4. Influence of class background on behavior; the interrelationship between class and ethnicity
5. The special needs of immigrant children; influence of ethnic background on children's behavior in the classroom and teaching strategies to allow children to be themselves
6. How to work effectively with parents of different ethnic backgrounds
7. Culture as an expression of basic human needs which unite all ethnic groups
8. All-day workshop on the ethnic heritage of the Native American, Pilipino and Black cultures

In the Spring semester 1978, we had eight workshops and one all-day workshop.

1. Review of existing materials and kits for young children
2. Techniques in adapting materials for children in this age group and creating materials from scratch
3. Integrating curriculum into your environment through learning centers focusing on cognitive, social and physical skills
4. Planning curriculum units including goals, objectives, lesson plans and materials
5. Teaching strategies and evaluation methods
6. Using curriculum themes in each learning center: Art and Music
7. Using curriculum themes in each learning center: Language Development, Math, Science and Cooking
8. Use of community and parent resources both in and out of the classroom
9. All-day workshop on the ethnic heritage of the Latin, Chinese and Japanese cultures

The teaching strategies that were used at the workshops included lecture and discussion, small group discussions and activities, role playing, and use of audio visual aids (slides, films, etc.).

Lecture/Discussion

The majority of the workshops began with a lecture about the topic and group discussion. A combination of lecture/discussion as a teaching strategy was boring to most of the students because it did not elicit

active participation. The students felt that these workshops were like regular college classes where the professor stands in front and throws out the information to the students rather than having the students learn by doing. The students were in one big group and some of them were too shy to voice their opinions or make comments. Therefore, there was little class participation in the lecture/discussion type of workshop.

Recommendations for Improvement

1. The facilitators should limit the length of the lectures and divide the class into small groups for discussions.

2. The facilitators should give the students an activity to emphasize the objectives of the workshop.

Role Playing

In the workshop on the influence of class background on behavior: the interrelationship between class and ethnicity, role playing was used as the teaching strategy. The students were involved in a simulation game. This is a game in which a low mobility, three-tiered society is built through the distribution of wealth in the form of chips. Participants have a chance to progress from one level of society to another by acquiring wealth by trading chips with other participants. Once the society is established, the group with the most wealth is given the right to make the rules for the game. After the game, the participants expressed how they felt as members of the three "classes". Many of their observations related to their ethnicity as well. For example, one student observed, "When I saw Will, a Black male, in the 'upper class' group I felt really good". Another student commented, "As a Chicana, I felt frustrated at being in the 'lower class' especially when I realized that there was no way to get up. The rules were rigged. That's how it really is". As a result, there was a shared understanding on the part of the whole class of both class structure and the interrelationship between class and ethnic background.

Recommendations for Improvement

1. There should be an increase in the use of role playing as a teaching strategy.

Small Group Discussion and Activities

Small group discussion and activities as teaching strategies were used by some of the facilitators in their workshops. For example, in the workshop on the special needs of immigrant children: the influence of ethnic background on children's behavior in the classroom and

teaching strategies to allow children to be themselves, the facilitators led an activity in which the students realized for themselves how it feels to be an immigrant. Students were divided into three groups. Each group received a task card. The task cards told the students that they were to pretend they were immigrating from the United States to other countries. The group had to decide what they would take on the trip, what they would do when they arrived in the new country, and how they would survive. By participating in this activity, students became more sensitive to the many problems of immigrant families which they serve at their work sites.

Recommendations for Improvement

1. Small group activities are a successful teaching strategy. More of this type of learning activity should be included in the workshops.

Video Taping

A video tape recorder was used in the workshop on how to work effectively with parents of different ethnic background. The facilitators had the students role play situations involving conflicts between parents and teachers. The "plays" were taped. Students, then, had an opportunity to view the scenes, taking note of the attitudes and behavior of the participants. The use of video tape was helpful to students in objectively discussing conflicts which arise because of differences in values and/or ethnic backgrounds. The tapes can be replayed. Something that is missed in the first viewing can be seen in subsequent viewings until the students have absorbed the "message". The students can also use video tape recordings as a record of their progress over a period of time.

Recommendations for Improvement

1. Use of the video tape as a teaching strategy would be enhanced by having greater access to equipment. Ownership of basic equipment would be the best situation. Also, it is essential that a staff person know how to operate video equipment.

Audio-Visual Aids

The use of audio-visual aids as a teaching strategy was very effective, especially during the All-Day Workshops. For example, the participants were able to learn about the history of the Philippines, the cultural heritage of Pilipinos, the values, cultural expression and some of the special problems of Pilipinos here in the United States through a slide presentation. Unfortunately, there was not enough time to cover all the information in depth. The students were able to retain more of the information by viewing the slides as well as by listening to the comments given by the facilitator.

Recommendations for Improvement

1. None. There was adequate use of audio-visual aids.

General Recommendations for the Improvement of Workshops

1. Facilitators should have scheduled their allotted time more carefully. Frequently, there was not enough time to cover all the information in the workshop outlines. Some of the outlines were unrealistic in terms of the time limitations. Topics should be chosen more carefully to quickly cover the more important issues.

2. The project staff should critically analyze each workshop outline in terms of its feasibility within the time limits. Changes should be made ahead of time, when necessary.

3. Workshops should start on time regardless of the tardiness of the students, so that the facilitator can cover all the information in the outline. Latecomers should be responsible for what they miss.

Impact on Students in Both the Cognitive and Affective Areas

Workshops

The workshops that were offered during the fall and spring semesters had an impact on the students in both the cognitive and affective areas. The students gained an understanding of historical events and forces which have frustrated or promoted multicultural education, and of important concepts related to cultural pluralism in education. In the workshop on the Roots of Racism, the students learned the ideology, history and dynamics of racism. In the Influence of Ethnicity workshop, the facilitator made a presentation on Chinese-Americans, a racial minority group that has been treated as though they were perpetual foreigners despite being in America for over 150 years. The students were shown the historical evidence, including materials from oral history research to provide a more accurate, compelling perspective on Chinese-American culture and sensibility. Contemporary, social and psychological problems were explored, especially in terms of implications for educators. The facilitators for the Special Needs of the Immigrant Child workshop gave historical background, comparing the immigrant experiences of diffe[illegible] ethnic groups, the current issues and the present conditions. The students gained an understanding on how class background and ethnicity affect an individual's behavior and attitudes after attending the workshop on Ethnicity and Class Structure. Ethnicity and class were defined and a simulation game called "Star Power" was played. The following responses from the students on the final evaluation survey are a sample of the affective and cognitive learning which took place during the first semester of the project:

> "I became aware of the specific cultural values of different ethnic groups and more of my own."
>
> "It gave me a deep sense of pride for the culture that I am part of and gave me the tools to develop that pride in the children I work with."
>
> "I was too pro-latin now I become pro-people."
>
> "I believe that I became more aware of people's difficulties, now I do make an extra effort to be patient and listen to other people's opinions."
>
> "I now have a better understanding of how to confront some of the conflicts that will exist when my values are different than that of the parents."

During the all-day workshops, the students learned about the heritage of the Native Americans, Pilipinos, Latinos, Japanese, Chinese, Blacks in America as part of the multi-ethnic heritage of our society. The facilitators sensitized the participants to the values of each ethnic group,

provided them with an overview of the varied types of creative expression, and presented a framework for understanding current problems. Student reactions included:

> "I have become more sensitive to the needs of Third World people through exploring the richness of each culture through instructional mediums and real situations within the homes of the children."
>
> "I finally understand about the colorful dress and wearing of flowers by Pilipinos. I learned this thru the film and slides at the December workshop. This has helped me better understand one of the parents at our school."
>
> "I only know of my own Chinese group. The result of the project is that I am aware of other ethnic groups."
>
> "I was too prejudiced against United States Blacks. I didn't know they have such a great culture and so much to offer."
>
> "My feelings and beliefs about other ethnic groups in regards to discrimination, pity and racism changed as a result of the project."

During the Spring semester of 1978, the students were presented with some approaches for creating, evaluating and extending multicultural kits for young children. The students also learned many multicultural activities which young children would enjoy. In the workshop on Integrating Curriculum into Your Environment Through Learning Centers Focusing on Cognitive, Social and Physical Skills, the students learned the influence of family, school and community on the child and how to integrate multicultural concepts and objectives into the curriculum and environment as determined by the cultural identities of the children. The students were presented with strategies for greater parent participation in school. Many of the students found the second semester particularly useful and have implemented or intend to implement some of the activities at their own work sites. Some of their comments included:

> "I would use the ethnic kits that can be made up with home and parent resources. The community resources are very valuable in obtaining needed classroom material. The use of creative, dramatic and bilingual skills in storytelling, role playing and classroom participation are very useful in the classroom. I would also be very selective of the books read to the children, choosing materials which would not reflect any type of stereotype or discriminatory practice."
>
> "I introduced Philippine games and stories in classes that I handled."
>
> "I will see to it that my teaching materials will include as wide a variety of cultures as possible."

"I've started to incorporate bits and pieces into my curriculum at my school and I have given some of my teachers materials from the workshops."

Field Work Assignments

The field work assignments provided students with an opportunity to gain practical experiences in applying the information learned during the workshops. They learned to examine similarities and differences in personality, behavior patterns, and interests between children from their own ethnic background and from different ethnic backgrounds. On the final evaluation survey, a student commented:

"The field work in the beginning of the program was very valuable because it enabled me to visit a school that was multicultural and work with the children themselves in the program--it was great."

The students learned to develop teaching strategies that help each child to feel comfortable in the classroom.

The students were paired with another student of a different ethnic background than their own. They visited each other's home, attended a cultural event representative of some aspect of the ethnic heritage of themselves and their partner. They learned to share and discuss their personal similarities and differences. For many students, this was the first time they communicated on a one-to-one basis with someone of a different ethnic background. Another student said:

"The most valuable assignment was when we had to share our culture with another member of a different ethnic group."

The students learned to observe children and adults of the same ethnic background but of different class backgrounds. They compared their similarities and differences in tastes, values, family size, structure, interrelationships and role of children, what are considered major problems and how they are resolved. With the information the students collected from their observations, they became more sensitive to the characteristics of children based on class and ethnic background. The students observed recently-arrived immigrant children, learned to interact with them, interviewed their parents and their teachers. They learned to develop activities geared towards the special needs of immigrant children, using the knowledge gained from their case study as well as from the workshops.

For the final field work assignment of the project, the students learned to develop, collectively, a multicultural curriculum unit for a month's duration. The curriculum included the following components: daily schedule, goals and objectives, activities, materials, community and parent resources, teaching strategies, integration of theme with development of cognitive, social and physical skills, and evaluation. The

students learned to share their professional and ethnic backgrounds with the group. Some of the students felt this was the most worthwhile learning experience during the project.

> "The most valuable assignment was the lesson planning since it called forth learnings in all areas of the training."
>
> "The group project was very valuable because we experienced the sharing, the opportunities to listen, to respect and to understand."

There were several problem areas in the project which prevented the students from fully achieving all cognitive and affective learning goals. The major obstacle was time. There was not enough time to cover all subjects in depth. The result was that, although the students received an overview of many facts of multicultural education, they did not learn as much as the staff had intended in the original proposal. The strength of the project was in changing student attitudes, encouraging greater sensitivity toward people of different ethnic backgrounds, exposing students to each ethnic perspective, and in providing some concrete curriculum planning techniques. The weakness was in not giving enough background on specific ethnic groups. Students comments on the final evaluation reflected this problem.

> "The workshop on Chinese culture and Japanese cultures weren't deep enough on cultural values, similarities and differences."
>
> "More cultures could have been explored."
>
> "Needed more information on cultures and less on basic early childhood activities."
>
> "The project should supply the teachers with a better understanding of the obstacles faced by ethnic minorities."

Another related problem was that some of the workshops covered material which the students were already familiar with. Some of the activities presented by the facilitators in the second semester could have been deleted and more time spent covering the cultural heritage of each ethnic group. Other topics which students would have liked to spend more time on were: discipline, evaluation and program assessment, and how to change stereotypes which children have already learned.

The field work assignments were a successful part of the project in helping the students gain concrete skills and change their attitudes. One weakness was again related to the lack of time. We had intended to use more extensively the video tapes of students doing activities with the children. We wanted to show the tapes to the total group and use them as a basis for discussion and evaluation of each student's teaching techniques. Then, we wanted students to repeat the activities, making changes based on the group's comments. We were unable to complete this part of the project.

Recommendations for Improvement

1. More time should be spent covering the heritage of specific ethnic groups. Less time should be spent on basic activities for children.

2. The project should incorporate more extensive use of video taping student activities with the children for purposes of refining each participant's teaching skills.

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Multicultural Curriculum for Early Childhood Education Programs: A Model

Just as there are many interpretations of exactly what "multicultural education" means, there are many ways to implement a multicultural program for young children. During the course of the Teacher Training Project, the students and staff were exposed to various methods and strategies for curriculum planning and development.

The following section will present a model based on some of the ideas and techniques presented during the year. It must be emphasized again that each program should analyze the specific needs of their children and families in developing a multicultural curriculum.

Initial Planning

A multicultural curriculum is based on the individual needs of the children served by a particular center. Staff must become familiar with the cultures and lifestyles of each child, i.e., what he/she brings from the home to the school environment. The staff must respect the activities, materials, and language into the curriculum.

Initial planning for a multicultural program might begin with the staff developing a list of characteristics which should be known about each child. The list could include items such as:

a. ethnic background
b. language used at home
c. favorite activities
d. activities the child dislikes
e. form of discipline used by parents
f. family structure (single parent, extended family, etc.)
g. heroes/heroines
h. community and cultural activities which the family attends
i. what holidays are celebrated and form of celebration
j. foods eaten at home
k. values which are stressed by the parents

Much of the information must come from discussions with parents as well as direct observation.

The next step is to decide what the specific needs of each child are and develop ways which the curriculum can meet those needs. For instance, Liza is a newly-arrived Filipino immigrant child. She has been in the United States for three months. She primarily uses Pilipino at home although she understands some English. She is used to living in a rural environment and has a large extended family from whom she is now separated. In what ways can the curriculum be modified to make Liza's adjustment to a new country easier as well as allow her to maintain her language and feel proud of her traditions? Some possibilities are:

a. If possible Liza should be enrolled in a bilingual program with staff who speak Pilipino and English.
b. Materials such as picture books of the Philippines, dolls with native dress, and bilingual games should be easily accessible.
c. Typical Pilipino foods such as rice, fish, pancit should be occasionally served for lunch or snack.
d. When families are discussed, attention should be given to the importance of large families with aunts, uncles, grandparents, etc., in Filipino culture. The teacher might discuss the various roles of each family member in an extended Filipino family.

Based on information about each child, the staff should be ready to develop an environment, learning centers, and materials which reflect the

lifestyles of the children in their program as well as meet their individual needs. It must be emphasized that the basis of a multicultural program is a multicultural staff. The staff should be representative of the families served by the center. Without positive adult role models from different ethnic backgrounds, attempts to enhance the children's self-image and develop respect for others is severely limited. Each program must examine their recruiting and hiring policy to insure that the staff is representative of the community.

Developing a Multicultural Environment

Take a look at the classroom. What pictures are on the walls? What toys and books are on the shelves? What clothes and utensils are in the dramatic play area? What instruments and records are used during music time? What languages are signs written in? There are many small ways in which a classroom can say that cultural diversity is valued and is an integral part of American society. One way to insure that the classroom reflects cultural diversity is to create kits of materials for each ethnic group. The kits should be based on information gained from your knowledge of the homelife of each child. The following items might be included:

a. maps of country of origin
b. common cooking utensils
c. traditional clothes, hats
d. pictures of individuals from that ethnic group doing a variety of jobs
e. pictures of heroes/heroines
f. flags
g. traditional games
h. artifacts representing each culture
i. magazines, newspapers found in the homes of children of each ethnic group
j. carefully selected children's books which are NOT stereotypical
k. records representing the music of that culture
l. posters of scenes from the country of origin
m. fabric used in each culture

Where can you find the items for the kits? The best source is the parents of your children. Ask them what items they have at home and which they could donate or share. You might also ask them to help you design the list. They will know what items are truly representative of their culture. Also, they are an important source of information concerning the uses of each item. It is essential that the staff know what each item is, how it is used, and its history. Likewise, the staff should become familiar with the history, culture, and important contributions that each ethnic group has made to the development of American society. Without a knowledgable staff, materials may be misused and thus disrespected. Children can spot a phoney in a minute. If you answer their questions incorrectly or are ignorant of the materials, the children may interpret your attitude as negative, cancelling out the whole purpose of multicultural curriculum.

Another important source for the materials in each kit are the community agencies and stores which serve each ethnic neighborhood. Be careful in your selection of materials. Make sure that they are not stereotypical or demeaning to that group but are reflective of the culture and everyday life. Within each ethnic group there is great diversity. The kits should reflect differences, as well as culture and values which are held in common.

The kits can be used both as a teaching tool and as a part of the school environment. The purpose and history of each item should be explained to the children and then, as much as possible, used by the children on an everyday basis along with "typical" pre-school equipment. Posters, maps, flags, and pictures, again should be discussed before they are displayed on the walls.

Curriculum Development: Goals and Objectives

Before designing your curriculum, it is necessary to decide upon general program goals and objectives. If well thought-out, they will guide you in planning all activities. Parents should participate in deciding the goals and objectives for your curriculum. Staff-parent decisions will be based on the specific needs of the children as well as on the philosophy of multicultural education. Some basic goals might be:

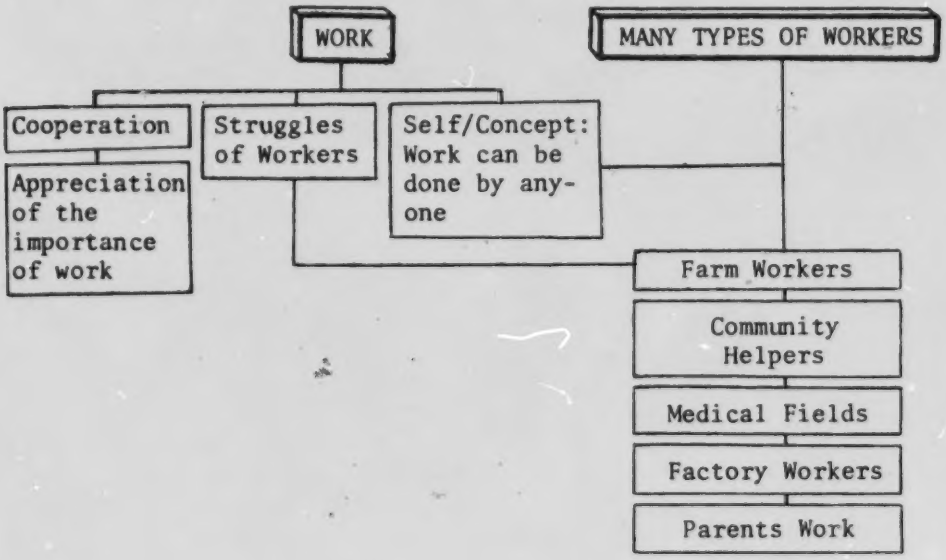
a. Develop respect and knowledge of the different cultures in the community among the children, parents, and staff.
b. Break down racial and cultural stereotypes and racism.
c. Develop a positive cultural and/or racial self-concept in the children.
d. Help each child to understand that <u>all</u> ethnic groups in this society, other than Native Americans, were from other countries.
e. Inform the children of the important contributions which every ethnic group has made to the development of American society.

Curriculum Development: Themes and Learning Centers

One way to organize your curriculum is by deciding upon themes which will be used as the content for a wide variety of activities. The purpose of this approach is to fully expose the children to one topic so that they can absorb the new information over a period of time. Themes may be centered on a specific ethnic group and/or on a universal theme such as Work, The Body, Family, Transportation, etc. If your program chooses to focus on a particular ethnic group, it is important to continually emphasize to the children the similarities of each group as well as the differences. Multicultural education should not further isolate groups by relegating them to specific time slots to be forgotten the rest of the year. If you choose to use universal themes, activities should reflect the contributions, history, and customs of each ethnic group as it relates to the particular content area.

Once the staff has decided upon a theme, it is necessary to specify goals and objectives for that topic area. The staff must decide what the children should learn as a result of the unit.

One technique which can be used by the staff to arrive at the goals and objectives collectively is to develop a flow chart. Starting with the theme, have the staff think of important aspects which the children should learn. One idea leads to another and their relationship can be clearly shown; for example, with Work as a theme:



After going through this process you can formalize your goals and objectives in a list.

Goals

1. To develop in the children an awareness of the diversity of workers throughout the world.
2. To develop in the children an awareness of the various struggles of workers to better their living conditions.
3. To develop in the children an awareness of the importance of cooperation among workers.

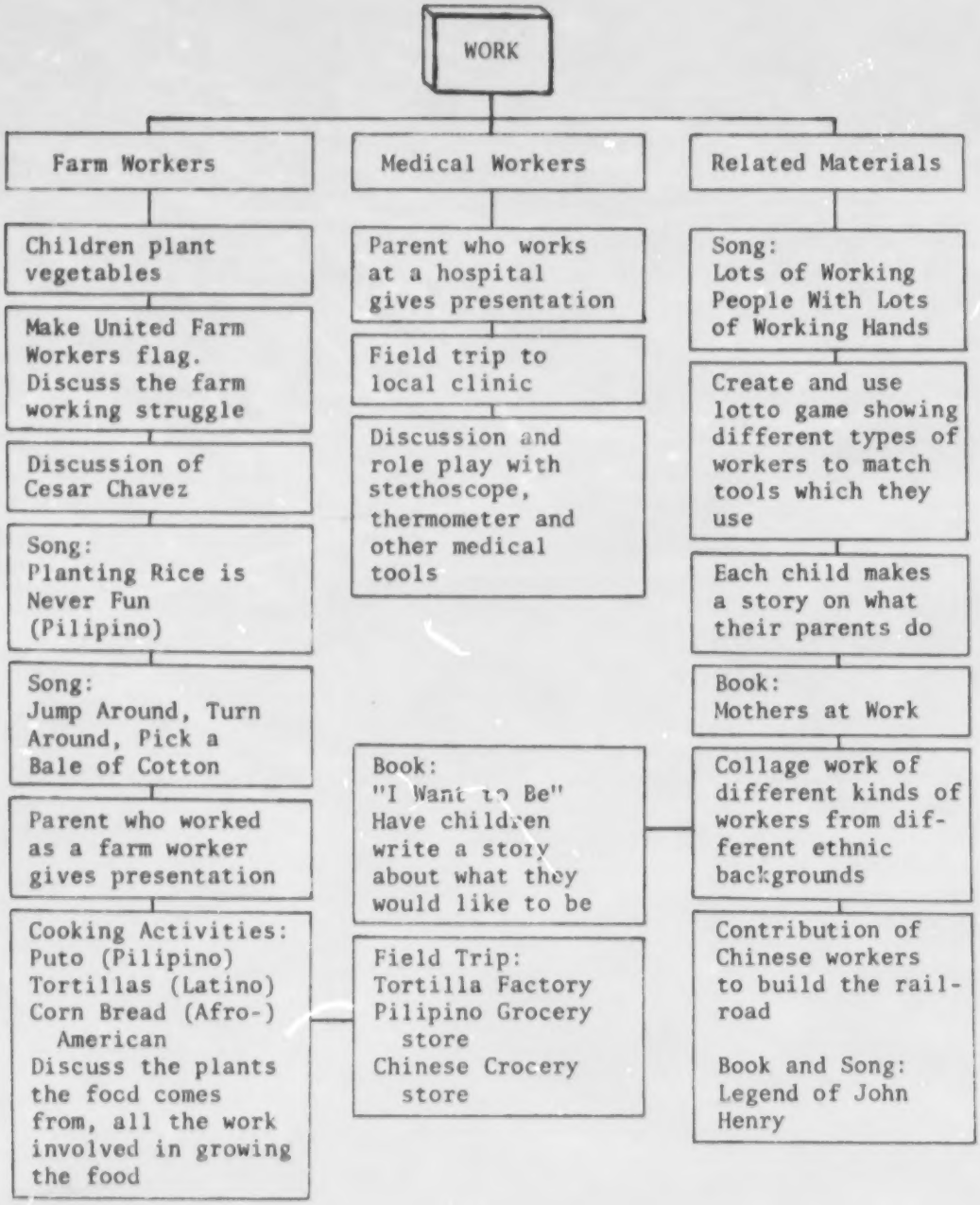
Objectives

1. Each child will be able to identify his/her parents' type of work.
2. Each child will be able to tell where fruits, vegetables, and grains come from and the type of workers responsible for providing them.
3. Each child will be able to identify at least three different kinds of workers and tell what jobs they do.
4. Each child will develop the concept that he/she can do any kind of work.
5. Each child will develop an appreciation of all workers.

Learning centers are an important part of the theme approach. A learning center is an area of the classroom with materials available for a particular type of learning activity. Once the theme and goals and objectives have been decided upon, many of the actual activities will take place in small groups at each learning center. During these activities, the children learn both the content of the theme as well as increase their skills in language and cognitive development, fine and gross motor coordination, math and science concepts, etc. Learning centers might include:

a. Art
b. Language Development
c. Math and Science
d. Cooking
e. Music and Creative Dramatics

The next stage of planning will be deciding upon specific activities and projects for the theme which will enable the children to meet the goals and objectives. Again, the flow chart method may be used to elicit ideas from the staff; for example, again with Work as a theme:


WORK
Farm Workers
Children plant vegetables
Make United Farm Workers flag. Discuss the farm working struggle
Discussion of Cesar Chavez
Song: Planting Rice is Never Fun (Pilipino)
Song: Jump Around, Turn Around, Pick a Bale of Cotton
Parent who worked as a farm worker gives presentation
Cooking Activities: Puto (Pilipino) Tortillas (Latino) Corn Bread (Afro-) American Discuss the plants the food comes from, all the work involved in growing the food
Medical Workers
Parent who works at a hospital gives presentation
Field trip to local clinic
Discussion and role play with stethoscope, thermometer and other medical tools
Book: "I Want to Be" Have children write a story about what they would like to be
Field Trip: Tortilla Factory Pilipino Grocery store Chinese Crocery store
Related Materials
Song: Lots of Working People With Lots of Working Hands
Create and use lotto game showing different types of workers to match tools which they use
Each child makes a story on what their parents do
Book: Mothers at Work
Collage work of different kinds of workers from different ethnic backgrounds
Contribution of Chinese workers to build the railroad
Book and Song: Legend of John Henry

Of course the example above is just a beginning. There are many more activities which could be put on the flow chart to develop exciting, creative multicultural activities which will teach the children about the theme as well as by enjoyable.

Once the flow chart has been completed, the staff must develop a daily, weekly, and monthly schedule. To increase the effectiveness of the unit, a few simple concepts should be emphasized and activities designed to help pre-schoolers retain the information. Repetition is essential. Every week should include activities in each learning center to provide a variety of learning experiences. The following is an example of a monthly schedule for the unit on Work:

Week I: Farmworkers

Monday

Group Time: Teach the children the farmworker's song "De Colores". Show them pictures of farmworkers and talk about what they do. Talk about "The Farm" where they will go on Tuesday for a field trip.

Art: Make a collage of different farm products.

Science and Math: Have the children rake and hoe the sand box.

Cooking: Make a salad.

Language Development: Read the story "Cesar Chavez". Use the words "farmworker", "campesino".

Tuesday

Field trip to "The Farm".

Wednesday

Group Time: Sing "De Colores". Teach the children "Planting Rice is Never Fun". Show the children the farmworker's flag and talk about Cesar Chavez and discuss the field trip to the Farmer's Market and "The Farm".

Art: Make a banner to welcome visitor from the United Farmworkers who will come on Friday.

Science and Math: Plant a garden (indoors or outdoors).

Cooking: Make a fruit salad.

Language Development: Have the children dictate a story about farmworkers. Make picket signs.

Thursday

Field trip to the Farmer's Market.

Friday

Group Time: Invite a member of the United Farmworkers to show slide presentation to the children. Sing "De Colores" and "Planting Rice is Never Fun". Have the children present the banner.

Art: Cut and paste farmworker's flag.

Science and Math: Continue work on garden.

Cooking: Make tortillas.

Language Development: Make thank-you cards for the visitor from the United Farmworkers.

Week II: Railroad Workers

Monday

Group Time: Sing "De Colores" and "Planting Rice is Never Fun". Read them the story "John Henry". Show pictures of railroad workers. Teach the song "John Henry" and "I've Been Working on the Railroad". Discuss the field trip to Southern Pacific Railroad.

Art: Make a miniature railroad out of cardboard boxes and ice cream sticks.

Science and Math: Make a railroad out of blocks and compare their sizes.

Cooking: Make cornbread and black-eyed peas.

Language Development: Have the children act out the story of "John Henry".

Tuesday

Field trip to the Southern Pacific Railroad.

Wednesday

Group Time: Show slide presentation or picture book on the Chinese railroad workers. Review songs.

Art: Continue to make miniature railroad.

Science and Math: Do simple experiment to show the principles of engines.

Cooking: Make Chinese pot stickers.

Language Development: Dictate stories about the field trip to Southern Pacific Railroad.

Thursday

Field trip to Chinatown playground.

Friday

Group Time: Review songs. Review the story of "John Henry" and contribution of the Chinese railroad workers.

Art: Have the children make a mural of a railroad and railroad workers out of different scrap materials.

Science and Math: Review experiment.

Cooking: Make won ton.

Language Development: Have the children form a train which goes slow and fast. Discuss the concept of speed. Use words "stop", "go", "slow", "fast", etc.

Week III: Health workers

Monday

Group Time: Review songs. Show pictures of health workers. Discuss field trip to the local health clinic. Read story "Benjamin Bannecker".

Art: Have the children make first aid kits out of cardboard, paper, cotton, etc.

Science and Math: Have the children use a stethoscope to hear their heartbeats.

Cooking: Make a vegetable stew. Discuss good nutrition.

Language Development: Have the children discuss times they have gone to the doctor's.

Tuesday

Field trip to Local Health Clinic.

Wednesday

Group Time: Review songs. Talk about different kinds of workers at the clinic. Review story of "Benjamin Bannecker". Discuss field trip to hospital.

Art: Have the children draw pictures of the clinic.

Science and Math: Show some medicinal plants which are used in different countries. Make herbal tea.

Cooking: Make fresh orange juice. Discuss good nutrition.

Language Development: Have the children turn the dramatic play area into a "clinic" utilizing old materials from hospitals. Discuss the kinds of workers who work in a clinic.

Thursday

Tield trip to San Francisco General Hospital.

Friday

Group Time: Review songs. Discuss the field trip to the hospital. Invite a public health nurse to talk about the work she does.

Art: Have the children make a scrap book of pictures of health workers from magazines.

Science and Math: Using a large thermometer, discuss the way it works. Have the children take each other's temperature.

Cooking: Discuss good nutrition. Cut up raw vegetables for snack.

Language Development: Make thank-you cards for the public health nurse.

Week IV: Working Parents and Review

Monday

Group Time: Review songs. Read "Mothers at Work". Ask the children to find out the work their parents do. Teach children "Lots of Working People, Lots of Working Hands".

Art: Make a collage of different kinds of workers.

Science and Math: Have the children clean the guinea pig cage and discuss the chores they do at home.

Cooking: Discuss who cooks in each child's family. Help prepare snack.

Language Development: Play with the lotto game which matches workers with the tools they use.

Tuesday

Field trip to the workplace of several parents.

Wednesday

Group Time: Discuss field trip. Review songs. Have a parent come and talk about their work.

Art: Have the children paint a mural of different kinds of workers.

Science and Math: Have the children count the different kinds of workers they know, using pictures. Have them sort pictures into same category of work.

Cooking: Cook a recipe given by one of the parents.

Language Development: Have the children dictate stories about the work their parents do.

Thursday

Field trip to other work places of parents.

Friday

Group Time: Review songs. Show pictures of the different kinds of workers which have been studied. See if the children can identify them.

Art: Have the children draw a picture of the kind of worker they would like to be.

Science and Math: Same as Wednesday.

Cooking: Review vegetables and fruits. What are their names and what kind of worker helps to grow them.

Language Development: Ask each child what work their parents do. Read the story "I Want to Be". Ask each child what they would like to be.

Lesson Plans

Each staff member responsible for leading specific activities should develop a complete lesson plan. The lesson plan should include:

a. learning objectives
b. materials to be used
c. procedure
d. method of evaluation

Below are sample lesson plans from the unit on Work.

Monthly Theme: WORK
Weekly Theme: FARM WORKERS
Learning Center: COOKING

Lesson Plan: Making Fruit Salad

Learning Objectives:

1. To increase fine motor skills by cutting fruit with a knife.
2. To understand that farmworkers grow and pick the fruits and vegetables we eat.
3. To understand the concepts of roundness, relative sizes (smaller, larger), and rough and smooth.

Materials:

1. Fruit: peaches, grapes, plums, mangoes, avocado, bananas, papayas, apples, oranges, strawberries
2. Utensils: measuring cup, bowl, spoon, knives
3. Sour cream, whip cream
4. Pictures of farmworkers

Procedures:

1. Have the children name the fruits. Talk about color, texture, size.
2. Ask the children where fruits come from and who grows and picks fruits.
3. Talk about farmworkers and how they help us eat good food like fruit. Show pictures of farmworkers.
4. Divide fruit among the children.
5. Discuss safety rules concerning the use of knives. Demonstrate the correct way to cut fruit.
6. Have the children cut the fruit.

7. Have the children take turns mixing the fruit in the bowl.

8. Have the children measure the whip cream and sour cream and pour over the fruit.

9. Have the children mix the fruit salad.

10. Have the children serve the fruit salad for snack time.

11. Have the children clean up cooking area.

Evaluation:

1. Did the children use the knives with care? Were they able to cut the fruit?

2. Ask each child who grows and picks fruit.

3. Ask each child to point to a round fruit and name the shape. Ask them to point to the smaller fruit between a grape and an orange and say the word "small". Then ask them to point to the largest fruit and say the word "large".

Monthly Theme: WORK
Weekly Theme: RAILROAD WORKERS
Learning Center: LANGUAGE DEVELOPMENT

Lesson Plan: Read the story, "John Henry" by Ezra Jack Keats

Learning Objectives:

1. The children will learn who John Henry was and how he contributed to building the railroads.
2. Each child will learn the songs "I've Been Working on the Railroad" and "John Henry".

Materials:

1. Pictures of railroad workers
2. Book, "John Henry"

Procedures:

1. Teach the children the songs "I've Been Working on the Railroads" and "John Henry".

2. Learn new words: railroad, hammer, train tracks, caboose.

3. Discuss who John Henry was and what he did. Show the children pictures of railroad workers.

4. Read the story, "John Henry".

5. Ask the children how John Henry's hammer helped build the railroads.

6. Have the children act out the following parts of the story:

   a. banging the hammer
   b. walking to see the world
   c. pushing and pulling the paddle wheel crank
   d. hammering the tracks
   e. singing the song, "John Henry"

Evaluation:

1. Ask the children to name a famous black hero who helped to build the railroads. Ask them what he did.

2. Ask the children to sing "I've Been Working on the Railroad" and "John Henry".

Monthly Theme: WORK
Weekly Theme: RAILROAD WORKERS
Learning Center: ART

Lesson Plan: Make a Miniature Railroad

Learning Objectives:

1. To increase fine motor coordination.
2. To learn the shape of a rectangle.
3. To learn who John Henry was and how he helped to build the railroad.

Materials:

1. Scissors, paste, cellophane tape, cardboard boxes, milk cartons, rulers, string, ice cream sticks, glitter, paint, brushes

Procedures:

1. Discuss John Henry and how he helped to build the railroad. Tell the children they will now build their own railroad.

2. Discuss the field to Southern Pacific railroad.

3. Present materials and explain how they will be used. Ask the children to name the shape of the cardboard boxes and milk cartons. Have them repeat the word "rectangle".

4. Have the children cut cardboard strips for the railroad tracks. Have them paste the ice cream sticks on the strips to create the rails.

5. Have the children cut milk cartons in half. Punch a hole with the scissors. Tie a knot on one end of the string and pull through the hole. Connect the milk cartons together with another knot.

6. Have the children cut circles out of the cardboard boxes for wheels. Paste them on the side of the milk cartons.

7. Have the children decorate the train with paint, glitter, scrap material, etc.

8. Have the children then glue the train to the tracks. Display.

Evaluation:

1. Can the children cut the strips and tie the knots of the strings?

2. Ask the children to name the shape of the milk cartons and cardboard boxes.

3. Ask the children to name a famous black man who helped to build the railroad. Ask them to tell you what he did.

Monthly Theme: WORK
Weekly Theme: HEALTH WORKER
Learning Center: SCIENCE and MATH

Lesson Plan: What is a Thermometer?

Learning Objectives:

1. The children will be able to identify a thermometer.
2. The children will know the word "temperature" and its relationship to illness.
3. The children will be able to identify two health workers who use thermometers.

Materials:

1. Pictures of health workers
2. Big thermometers

Procedures:

1. Discuss the children's experiences with thermometers at home and at the doctor's office.

2. Discuss how a thermometer measures the heat of your body which is called "temperature".

3. Discuss the relationship between temperature and illness.

4. Discuss the role of nurses and doctors in helping you when you are sick.

5. Show the children the thermometer. Show them the numbers from smallest to largest. Show them the mercury in the thermometer and how it moves when heat is applied to the thermometer.

6. Show the children how to use the thermometer.

7. Have the children take each other's temperature.

Evaluation:

1. Ask the children to identify and name the thermometer.

2. Ask the children what it could mean when they feel very hot. Ask them what the name is for the heat of their body.

3. Ask the children to name two health workers who use thermometers as part of their work.

Community and Parent Resources

In developing a multicultural curriculum for young children, it is essential to fully utilize community and parent resources for materials, field trips, special presentations, in-service training, consultation, etc.

There are many individuals and organizations within the community and your parent group who can aid you in enriching your curriculum. By using the community as part of your classroom, you will give children exposure to the real world. By taking them to stores, museums, factories, clinics, etc., particularly those serving particular ethnic neighborhoods, the children develop familiarity, understanding, and respect for the similarities and differences between people. Children from a particular ethnic group who visit a store or restaurant which their family frequently visits can develop a sense of continuity between the home and school environment. By inviting parents, relatives, and community persons to share their special talents with the children in the classroom, you provide important role models from all ethnic groups. Another good idea for cross-cultural exchange is inviting the staff and children of other programs to your school and in turn, visiting other programs, particularly from other ethnic neighborhoods.

How can you discover the resources within your community? Start by asking your parents, staff, and the parents and staff at other programs. Call the local ethnic newspapers, churches, museums, and organizations. Call the Ethnic Studies Department at local universities. Also contact other early childhood education programs throughout your community. Tell the people who you are and what you need. Most people will be happy to help you. Ask your initial contacts for other organizations you might investigate. Gradually, you will build up a network of contacts which will be helpful in a wide variety of ways. Be sure to document each resource. Develop a file which includes the name of the individual or organization, address, phone number, contact person, type of resources available, and a brief evaluation of the success of the activity or trip utilizing the resource.

By using the community as part of your program, you can present an example to the children of cross-cultural communication and cooperation. By including parents and extended family as resource persons, you demonstrate respect and appreciation for each child's home life.

Below is a list of some community resources in San Francisco developed by the students in the Teacher Training Project.

JAPANESE CULTURE RESOURCE LIST

Anti-Defamation League
55 New Montgomery St., Rm. 701
San Francisco, CA
(415) 495-6970
Contact: Allen Rosenberg,
Program Director

Asian American Bilingual Center
Berkeley Unified School District
2168 Shattuck Ave., 3rd Floor
Berkeley, CA 94704
(415) 848-3199

Phillip K. Gotanda (Folk Singer)
229 Willard, #7
San Francisco, CA 94118
(415) 387-0577

Japanese American Citizens League
1765 Sutter St.
San Francisco, CA
(415) 921-5225

Japanese American Curriculum
Project Inc.
414 East 3rd St.
P.O. Box 367
San Mateo, CA 94401
(415) 343-9408

Japanese Tea Garden
Golden Gate Park
San Francisco, CA
(415) 752-1171

Mona Kataoka
818 Royal Ann Lane
Concord, CA 94518
(415) 682-5635

Multicultural Resource Center
California State Hayward
Hayward, CA
(415) 881-3356
Contact: Peggy O'Neil
Mon.-Thurs.: 10:00-5:00

Nikommachi Little Friends Center
2159 Golden Gate Avenue
San Francisco, CA
(415) 922-8898

Jim Okutsu
466 Crescent St., #317
Oakland, CA
H: (415) 465-4200
W: (415) 469-1345

NATIVE AMERICANS

Adult Education
255 Valencia St.
San Francisco, CA 94103
(415) 552-1070

American Indian Art Workshops
934 Brannan St.
San Francisco, CA 94103
(415) 431-8650
Contact: Mary Jane Robertson

American Indian Baptist Church
422 Leland Ave.
San Francisco, CA 94234
(415) 239-9204

American Indian Center
255 - 14th St.
Oakland, CA 94606
(415) 893-8630

American Indian Center
255 Valencia St.
San Francisco, CA 94103
(415) 522-1070

American Indian Historical Society
Chautayqua House
1451 Masonic Ave.
San Francisco, CA 94113
(415) -66-4373

American Indian Project
San Francisco Unified School District
135 Van Ness Ave., Rm. 19
San Francisco, CA 94102

East Bay Regional Park District
(Guided tours of Tilden Park by Naturalist)
Contact: Janet Rothman
(415) 525-2233

Ron Fenner (NICE)
Humbolt County Teacher's Center
Eureka, CA
(707) 445-7393

Gay American Indians
P.O. Box 2194
South San Francisco, CA 94080
(415) 621-4716

Indian Headstart Program
(415) 626-1929

Indigena News (Publication)
P.O. Box 4073
Berkeley, CA 94704
(415) 841-9157

Miwok Indian Village
Point Reyes
Contact: Ms. Hamilton
(415) 663-1701

National Lawyers Guild
558 Capp St.
San Francisco, CA 94110
(415) 285-5066

Native American Health Center
Urban Indian Health Board Inc.
56 Julian Ave.
San Francisco, CA 94103
(415) 621-8051

Native American Human Rights Commission
1095 Market St., Suite 501
San Francisco, CA 94104
(415) 558-4901

Native American Studies
San Francisco State
1600 Holloway Ave.
San Francisco, CA 94132
(415) 469-1285

Region IX American Indian Council
330 Ellis St.
San Francisco, CA 94102
(415) 673-6784
Contact: Tom Eaglestaff
Director

San Francisco American Indian Center
255 Valencia St.
San Francisco, CA 94103
(415) 522-1070
Contact: Ron Andrade, Director

Treaty Council News (Publication)
International Treaty Council
870 Market St.
San Francisco, CA 94102
(415) 434-4917

United Native Americans
P.O. Box 26149
San Francisco, CA
(415) 527-3302

Bill Wahpepah, Director
American Adult Education Center
1479 Fruitvale
Oakland, CA
(415) 536-5000

WASSAJA
1451 Masonic Ave.
San Francisco, CA 94117
(415) 626-5235
Contact: Jeannette Henry
Rupert Costo

Women, Infants, and Childrens
Nutrition Program
Native American Health Center
56 Julian Ave.
San Francisco, CA 94103
(415) 621-8051

AFRO-AMERICAN CULTURE

African Gallery
285 Sutter St.
San Francisco, CA
(415) 391-4631

African Research Commission
681 Market St.
San Francisco, CA
(415) 363-6979

Afro-American Historical Society
680 McAllister St.
San Francisco, CA 94102
(415) 864-1010
Contact: Arthur Monroe

Arthur Carraway
2062 Grove St.
San Francisco, CA 94117
(415) 751-0413
(Afro-American Artist)

Mohamed Hasson
4176 Terrace St.
Oakland, CA 94611
(415) 654-1248
(Sells Artifacts)

Kamathi (Afro-American Musician)
(415) 658-3106

Marcus Books
540 McAllister St.
San Francisco, CA 94102
(415) 863-2248

JoAnn Mitchell
H: (415) 468-1828
W: (415) 922-8550

New Day Bookstore
631 Divisadero
San Francisco, CA
(415) 346-8537

Rosicrucian Museum
Nagler St.
San Jose, CA
(415) 287-9171

Sun Reporter
Black Community Newspaper
San Francisco, CA
(415) 931-5778
Contact: Donald Young

Tee Wolfe Training
(Afro-American In-Service)
1228 East 24th St.
Oakland, CA 94606
(415) 922-0399
(415) 534-2862

Gloria Toolsie
(Dancer & Traveler to the
Carribbean Islands)
(415) 534-2862
(415) 261-7665

Uptown Children's Center
949 Fillmore St.
San Francisco, CA
(415) 922-8550

Western Addition Children's Center
(415) 929-1580
Contact: Caroline Reese

Eugene White (Afro-American Artist)
2076 Hayest St.
San Francisco, CA
(415) 752-3663

LATINO CULTURE

Mary Anchondo
85 Mar Vista Dr.
Daly City, CA 94015
H: (415) 586-8604
W: (415) 922-1558

Amalia Bains
333 Percita Ave.
San Francisco, CA 94110
(415) 824-3720

Algeo Casul
2693 Bryant St.
San Francisco, CA 94110
(415) 648-9072

Costa Rica Consulate General
870 Market St.
San Francisco, CA
(415) 392-8488

Guatemala Consulate General
870 Market St.
San Francisco, CA
(415) 781-0118

La Palma Market
2884 - 24th St.
Tortilla Factory
San Francisco, CA
(415) 648-5500

Latin American Chamber of Commerce
317 - 12th Ave.
San Francisco, CA
(415) 752-4093

Latin American Chamber of Commerce
of Northern California
3000 Folsom St.
San Francisco, CA
(415) 826-0505

Latin American Mission Program
2915 - 24th St.
San Francisco, CA
(415) 648-7444

Ralph Madriga
Galleria De La Raza
3473 - 17th St.
San Francisco, CA
(415) 626-9297

Mission Child Care Center
Between 24th & 25th on Mission St.
San Francisco, CA
(415) 922-1558
Contact: Marie Salgado

Mission Cultural Center
2868 Mission St.
San Francisco, CA
(415) 821-1155

Jack Podell
473 - 20th Ave.
San Francisco, CA
(415) 668-9331
($35.00 for his presentations)
For musical instruments workshops

CHINESE-AMERICAN CULTURE

Anti-Defamation League
55 New Montgomery St.
San Francisco, CA
(415) 495-6970
Contact: Allen Rosenberg
Program Director

Chinatown Community Childrer's
Center
979 Clay St.
San Francisco, CA
(415) 986-2527

Chinese Culture Foundation of
San Francisco
750 Kearny St.
San Francisco, CA
(415) 986-1822
Free Gallery Tour

Chinese Historical Society of
America
17 Adler Place
San Francisco, CA
(415) 781-1976

Carol Lai (In-Service Training)
337 Banks St.
San Francisco, CA 94110
H: (415) 986-2527
W: (415) 776-6225

Gary Ma
1622 - 43rd Ave.
San Francisco, CA 94122
H: (415) 564-1650
W: (415) 986-2527

The Association for Chinese Teachers
641 Golden Gate Ave.
San Francisco, CA 94102
(415) 863-2282

PILIPINO CULTURE

Amerasia Bookstore
338 East 2nd St.
Los Angeles, CA 90012

Asian American Studies Department
Philippine Studies
San Francisco State University
1600 Holloway Ave.
San Francisco, CA 94132
(415) 469-1235

Asians Now - KTVU
KTVU Television Station
Jack London Square
Oakland, CA

Bayanihan Restaurant
2305 Geary Blvd.
San Francisco, CA 94118
(415) 668-0355

Dan Begonia
335 Moncada Way
San Francisco, CA 94127
(415) 333-25[illegible]3

Cellar Book Shop
18090 Whyoming
Detroit, MI 48221

City College Filipino Folk
Dance Group
50 Phelan Ave.
San Francisco, CA
(415) 587-7272
Contact: Ms. Emily Belen

Esteva International Travel
Albert Esteva, President
833 Market St., Suite 404
San Francisco, CA 94103
(415) 392-6265

Evangelista Inc.
David G. Evangelista, Owner
1201 Howard St.
San Francisco, CA 94103
(415) 626-5070

Everybody's Bookstore
17 Bremham Place
San Francisco, CA
(415) 781-4989

Filipinas Kong Mahal Radio Program
D.M. Associates
1005 Market St., Suite 206
San Francisco, CA 94103

Filipiniana
Balisay Bocobo-Balunsat, Director
San Francisco Main Libaray,
Civic Center
San Francisco, CA
(415) 558-3191

Filipino Adult and Youth Catholic
Organization
Cyrian Tabuena, Youth Board of
Directors
955 Sunnydale Ave.
San Francisco, CA 94134

Filipino-American Council
Carlos F. Ver, Director
335 Valencia St.
San Francisco, CA 94103
(415) 647-1608

Filipino Community of San Francisco
2970 California St.
San Francisco, CA
(415) 346-7252
Contact: Mrs. Lorraine Wiles

Filipino Youth Coordinating
Committee
David Ilumin, Director
944 Market St.
San Francisco, CA 94104
(415) 391-5800

F. M. Philippine Handicrafts
290 O'Farrell St.
San Francisco, CA
(415) 421-1840

Harana Dance Group
Jean Parker School
San Francisco, CA
(415) 421-2988
Contact: Mrs. Willy Santa Maria

Chito Laygo
42 Southdale Ave.
Daly City, CA 94015
(415) 994-6371

Mabuhay Republic Newspaper
833 Market St. Rm. 402
San Francisco, CA 94103
(415) 392-1262

Nipa Hut Trading Company
R. Manalo Sr. & Jr.
1283 - 8th Ave.
San Francisco, CA 94122

Philippine Airlines
200 Stockton St.
San Francisco, CA
(415) 391-0470

Philippine Consulate General of San Francisco
Romeo Arguelles, Consulate General
447 Sutter St.
San Francisco, CA
(415) 433-6666

Philippine Information Bulletin
P.O. Box 409
West Somerville, MA 02144

Philippine News
Alex A. Esclamado, Publisher
1175 Folsom St.
San Francisco, CA 94103

Philippine Publications
4347 A Mission St.
San Francisco, CA 94112
(415) 584-4000

Philippine Tourist and Travel Association
210 Post St.
San Francisco, CA
(415) 668-5788

Pilipino Organizing Committee
1201 Howard St.
San Francisco, CA 94103
(415) 863-4123

R & E Research Association
4843 Mission St.
San Francisco, CA 94112
(415) 328-4531

Sandigan-Filipino Newcomers Service Center
Margie Talaugon, Director
944 Market St., Rm. 708
San Francisco, CA 94103
(415) 391-6266

San Francisco Bay Area Asian-American Community Mental Health Training Center
David H. C. Quan, Director
150 - 8th St., 3rd Floor
San Francisco, CA 94103
(415) 863-1262

Parent-Staff Relations

Multicultural education is only as effective as the relationships between parents and staff. Frequently parents may be of a different ethnic background or different educational background. Many times there are strong differences in terms of values, expectations for children's behavior, forms of discipline, and customs. The specific differences may have much to do with the ethnic and class background of both parents and staff. The staff has a responsibility to become familiar with the culture of the parents, to be open to their point of view, and be able to explain the staff side of any question. Agreement may occur sometimes, and not in others. However, if there truly is respect and open communication, compromises will be made. Multicultural education means being comfortable with differences as well as recognizing similarities. The key concept is the equality of parents with staff. It would be arrogant of staff to consistently regard parents' feelings as inferior. On the other hand, the staff would be dishonest and ineffective if they automatically adopted the parents' position in every instance. The key question is how a particular policy or activity will affect the child. The parents' influence on the child is always greater than that of the school. It is usually to the benefit of the child to have as much consistency as possible between school and home. However, in some cases, the staff may simply not be able to follow through on a parent's suggestion or honestly believe that it is against the interests of the child to enforce certain rules which are used in the home. If there is a strong disagreement, it is the staff's responsibility to clearly communicate the reasons, taking into account the possible ethnic and class differences which may exist. The focus of discussion should always be on the child--not on who is right and who is wrong. The vast majority of parents have their children's interests at heart and will respect an honest, open discussion on school activities or policies which will ultimately benefit their child--particularly when the parents see that their input is acted upon and compromises made in most situations.

Concrete ways in which parents can contribute to the program include:

a. helping develop the program goals and objectives
b. helping decide what themes and activities should be taught to the children
c. helping gather materials and resources for the curriculum
d. participating in the classroom, if possible
e. helping decide on forms of discipline which will be used and on rules for the children's behavior

Parent-staff relations can also be enhanced by helping parents who have questions on any aspect of child-rearing. Frequently, parents may be unsure about how to handle certain situations which arise with their child. A friendly discussion with a staff member who can sympathize with difficulties of parenting and who has a sincere interest in the child can be of great service to a puzzled parent.

A program may also wish to organize parent education workshops so that parents can discuss among themselves some of their questions regarding childrearing. You may choose to recruit a resource person from the community to lead discussions, or have a staff member be the facilitator.

An important part of parent-staff relations in a multicultural program is to have the parents themselves share their culture with each other. Parents, as well as the children and staff, must become involved with learning to respect their differences and see similarities. Activities which might foster cross-cultural communication among parents could include:

a. multicultural pot luck dinners.
b. parent talent shows
c. workshops on specific ethnic groups
d. working together on committees
e. planning a weekend field trip to an ethnic holiday celebration such as Cinco de Mayo, the Japanese Spring Festival, Black History Month activities, etc.

Ultimately, the parents are the source of the children's feelings toward themselves and other ethnic groups. If parents are not involved in promoting positive attitudes in the children, the effectiveness of a multicultural curriculum will be minimal at best.

Evaluation

A multicultural curriculum must be flexible in order to succeed. It is a relatively new concept, especially for pre-school children. Therefore, on-going evaluation must take place on several levels:

a. program evaluation
b. unit evaluation
c. activity evaluation

Program evaluation includes examination of the success of the program in meeting its overall goals and objectives, the program structure and schedule, use of community resources, teaching strategies, and parent-staff relations.

Many of the goals of a multicultural program, such as changes in the attitudes of children toward themselves and others, are extremely hard to measure. The staff must be creative in trying to evaluate such goals. Without a serious attempt to see if changes are occurring, a multicultural program cannot succeed. Some possible ways of looking at children's attitudes include:

a. How do children react to unfamiliar materials from another culture such as clothes, housing, transportation? Do they have an automatic negative response or are they curious?

b. Do the children use derogatory terms towards their own ethnic group or towards other groups?

c. How do children respond to physical differences in color, hair texture, shape of eyes, etc.?

d. Are children helpful to each other? Do they feel comfortable trying new activities? Do they feel comfortable using or hearing languages other than English?

Staff members should analyze the changes, if any, which are occurring as a result of using multicultural curriculum. If no change is perceived, the staff must examine the causes. How do staff members deal with children who use derogatory terms toward each other? How do staff members relate to each other and with parents? How are unfamiliar materials introduced? Is the staff comfortable discussing cultural/racial differences? These, and many more questions, need to be discussed and new techniques developed in order to meet the program goals.

The daily schedule and curriculum structure should be examined. Is the theme and learning center approach working? Are the themes too long or too short? Are the activities too long or too short? Is there a good balance between open-ended activities and structured activities, quiet activities and active play? Do staff members have enough time for planning? Are sufficient materials being used? What materials are lacking? Are the needs of individual children being met?

Based on a discussion of such questions, the staff should modify the program, when necessary.

An important aspect of program evaluation is examining teaching methods. Do the children find the methods boring? Is there enough variety or is there more need for repetition? Teaching methods are truly the crux of a successful program. If the children are bored, the content of the program will be lost and no objectives achieved.

Use of community resources must be evaluated. Were the children prepared for visitors or field trips? Were there follow-through activities? What did the children remember from the special presentations and field trips? Did these activities enhance the curriculum? Were they too advanced for the children? Each special presentation and field trip should be evaluated so that it can be rescheduled for the next year or discarded if it was unsuccessful.

Parent participation should be discussed. Were parents asked to give input into the curriculum? Did they help with materials and resources? Were their suggestions accepted and used in the program?

In addition to having periodic program evaluations, it is necessary to evaluate the success and shortcomings of each unit. Did the children really learn the material as stated in the theme goals and objectives? Each theme should include a review week where the material can be repeated and children can be tested to see what they have retained. Of course, testing pre-schoolers cannot be done with written exams! It is the responsibility of the staff to devise creative testing techniques. For instance in the unit on Work, lotto games which match workers with tools they use could test whether children know the names of different types of workers and their tools. Children could be shown a picture of Cesar Chavez and asked what his name is and how he helped the farmworkers. They could be asked to act out different types of work so the other children can guess. As much as possible "tests" for pre-schoolers should be in the form of games and activities where the teacher can observe what information a child has retained. Children should NEVER be scolded for not knowing information.

If the children have NOT retained information, the staff must re-examine the goals and objectives to see if they were realistic and also examine the methods used to teach the material. Each unit should be modified based on the real experience of the staff and children.

Evaluation should be part of each activity. It should be included in each lesson plan. Evaluation may be very simple: the children can be asked to name three pictures of workers and tell what they do. At the end of a week of making a book on their parents' work, each child can tell the teacher the kind of work their parents do. If the activity involves a specific skill such as cutting out a picture, observation of their ability to accomplish the task would be the method of evaluation.

Although it may seem like a lot of work to constantly evaluate

activities, themes, and the over-all program, it will also increase the satisfaction of the staff, parents, and children. As the program is improved, and real changes are seen in children's attitudes and knowledge of their own and other cultures, all participants will feel a true sense of achievement. This is when your commitment to multicultural education will be rewarded.

RECOMMENDED READINGS

I. Overview of Multicultural Education

Abrahams & Troike. LANGUAGE AND CULTURAL DIVERSITY IN AMERICAN EDUCATION. New Jersey: Prentice-Hall, 1972.

Banks, James A. TEACHING STRATEGIES FOR ETHNIC STUDIES. Boston: Allyn & Bacon Press, 1975.

Castandeda & Ramirez. CULTURAL DEMOCRACY, BICOGNITIVE DEVELOPMENT, AND EDUCATION. New York: Academic Press, 1974.

Cross, Baker, & Stiles. TEACHING IN A MULTICULTURAL SOCIETY: PERSPECTIVES AND PROFESSIONAL STRATEGIES. New York: Free Press, 1977.

Epps, Edgar (ed.). CULTURAL PLURALISM. Berkeley: McCutchan Publishing Co., 1974.

Freire, Paulo, PEDAGOGY OF THE OPPRESSED. New York: Herder and Herder, 1970.

Hunter, William A. MULTICULTURAL EDUCATION THROUGH COMPETENCY BASED TEACHER EDUCATION. Washington, D.C.: American Association of Colleges for Teacher Education, 1974.

Krickus, Richard. PURSUING THE AMERICAN DREAM: WHITE ETHNICS AND THE NEW POPULSIM. New York: Doubleday Books, 1974.

Ogbu, John. THE NEXT GENERATION: AN ETHNOGRAPHY OF URGAN EDUCATION. New York: Academic Press, 1975.

United State Commission on Civil Rights. A BETTER CHANGE TO LEARN: BILINGUAL-BICULTURAL EDUCATION. Washington, D.C.: Clearinghouse for Civil Rights Publications, 1976.

II. Participants attitudes toward their own ethnicity, that of others; Roots of racism and its effects on children

Armstrong, Gregory (ed.). LIFE AT THE BOTTOM. New York: Bantam Books, 1971.

Daniels, Roger and Kitano, Henry. AMERICAN RACISM. New Jersey: Prentice-Hall, 1970

Welsing, Frances Cress. THE CRESS THEORY OF COLOR CONFRONTATION AND RACISM.

III. Influence of Ethnic background on behavior, personality, tastes

Asian America

Carlson, Lewis, and Colgurn, George, eds. IN THEIR PLACE: WHITE AMERICA DEFINES HER MINORITIES: 1850-1950. John Wiley & Sons pb., circa 1974. Useful introduction to the roots of white supremacist ideas and attitudes in the writings and speeches of Presidents, Supreme Court Justices, leading scholars, respected scientists and literary luminaries. Chapter 4 on Chinese-Americans contains quotable snatches from such sources as Bret Harte's poetry, the first Fu Manchu novel, anti-Chinese songs of early California, etc. Appropriate for junior high, secondary and college levels.

Chin, Frank, Inada, Lawson, Chan, Jeffery Paul, and Wong, Shawn, eds. AIIIEEEEE! AN ANTHOLOGY OF ASIAN AMERICAN WRITERS. Doubleday Anchor pb. (paperback), 1975. The first of three volumes on Asian-American fiction, drama, poetry and essays. High school and college.

Hsu, Kai-Yu, and Palokinskas, J. ASIAN AMERICAN AUTHORS. Houghton Mifflin Pb., 1972. An anthology suitable for introducing the high schooler to Asian-American writing.

Jacobs, Paul, and Landau, Saul, eds. TO SERVE THE DEVIL. Vintage pb., 1971. Comes in two volumes. Contains documentary materials which lend themselves in discussion and debate. Volume Two covers Hawaiians, Chinese and Japanese-Americans. Junior high and up.

Mirikitans, Janice, et al, eds. TIME TO GREEZ! INCANTATIONS FROM THE THIRD WORLD. Glide Publications/Third World Communications, 330 Ellis Street, San Francisco, 94102. Paperback. Order direct. 1975. Poetry, short fiction, and graphics by Asian-Americans as well as Blacks, Native Americans, La Raza. Junior high and up.

Chinese America

Chinn, Thomas, Lai, Him Mark and Choy, Philip. A HISTORY OF THE CHINESE IN CALIFORNIA. Chinese Historical Society of America, 17 Adler Place, San Francisco, 94133. Paperback. Order direct. A syllabus that has been used extensively in many places. The book is particularly unique for its attempt to trace the geographic and language group origins of Chinese-Americans whose forebears hailed from South China province of Canton (Kwangtung). Detailed discussion of Chinese involvement in the developing agricultural, mining, railroad, fishing, manufacturing, and service industries of the early West. Appropriate as a basic reference source, junior high and up.

"Chinaman's Chance." A documentary film of Chines America by Frank Chin, produced by WNET-TV, New York City. Videofilm available at going rental rates either from WNET-TV or Chinese for Affirmative Action, 950 Stockton Street, 3rd Floor, San Francisco, 94108. (415) 398-8212. High school and college. 1972.

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Chu, Louis. EAT A BOWL OF TEA. Lyle Stuart hardback, 1961. The definitive Chinese-American novel. Presently out of print but hopefully to be available at some point in the near future, possibly in paperback form.

"DuPont Guy: The Schiz of Grant Avenue." An Asian-American Expressionistic film affirming the uniqueness and richness, as well as the sober social and political realities, of Chinese American society. Produced and distributed by Chonk Moonhunter Productions, Curtis Choy (executive director), 2721 Bellaire Place, Oakland, 94601. 1975.

Fair Employment Practices Commission (FEPC). DECEMBER 1970 HEARINGS ON DISCRIMINATION AGAINST CHINESE AMERICANS. Voices from various sectors of the San Francisco Bay Area Chinese American community bear factual witness to the experience of racist discrimination in employment practices, labor unions, housing policies, etc. Available from FEPC office in San Francisco (455 Golden Gate Avenue, San Francisco); or call their librarian at (415) 557-2005.

Kuan-Chung, Lo. THREE KINGDOMS: CHINA'S EPIC DRAMA. Translated and edited by Moss Roberts. Pantheon paperback, 1977. China's most famous historical epic, telling of the decline of the longest and mightiest of China's dynasties, the Han, and its subsequent break-up in the third century A.D. into three warring kingdoms. A popular classic, a work the Chinese (and Chinese-Americans in the know) regard as one of greatest works in their oral and literary tradition. Heroes and role models traditionally revered by Cantonese are depicted in this abridged translation, enhanced by woodcut illustrations taken from Ch'ing dynasty versions of the same book. Junior high and up.

Nee, Victor and Bret De Bary. LONGTIME CALIFORN': A DOCUMENTARY STUDY OF AN AMERICAN CHINATOWN. Houghton Mifflin paperback, circa 1975. An absolutely required text for anyone who would teach anybody anything about Chinese America. A pioneer work using oral history interviews and historical materials. Very readable, suitable for virtually all grade levels from junior high up.

Yep, Lawrence. DRAGONWINGS. Harper-Row hardback, circa 1976. A prize-winning children's novel about a young boy's life and fantasies in San Francisco Chinatown. Middle grades to junior high.

Yu, Connie Y. MY ANCESTORS ARE FROM CHINA. A beautifully written and illustrated flashcard/book on the experience of growing up and having one's being as an American of Chinese descent. An absolute "must for teachers of any grade level. Please write the author directly: Ms. Connie Y. Yu, 12981 La Barranca Road, Los Altos, CA. Or write the publishers: Touch & See Educational Resources, P.O. Box 794, Palo Verdes, Estates, CA 90274.

Japanese America

Inada, Lawson. BEFORE THE WAR. Poems by the greatest living Japanese-American writer. William Morrow, paperback, 1971. Junior high and up.

Miyamoto, Kazuo. HAWAII: END OF THE RAINBOW. Charles E. Tuttle, paperback, 1964. A popular narrative of Issei (first generation Japanese Americans) in Hawaii circa World War II. Order either from publisher of JACP, Inc.

Okada, John. NO-NO BOY. This is the definitive novel about the Japanese-American experience. Originally published in limited hardback edition and shunned by the Japanese-American community, it is now in its second printing as a reissued paperback. Order direct from: CARP Press, P.O. Box 18621, Columbia Station, Seattle, WA 98118. Literature on the book and its publication history available from Mr. Shawn Hsu Wong (CARP Press business manager), 7227 Seward Park South, Seattle, WA. Junior high and up.

Weglyn, Michi. YEARS OF INFAMY: THE UNTOLD STORY OF THE JAPANESE-AMERICAN CONCENTRATION CAMPS. William Morrow hardback, 1977. The best work to date on the "Relocation" experience of World War II, documenting the unconstitutional incarceration of 112,000 Americans of Japanese descent. High school and college.

THE JAPANESE-AMERICANS: AN INSIDE LOOK. A useful supplement to a well-planned social studies curriculum. Together with the teacher's manual, it can be used to teach concepts of "citizenship"; prejudice and racism as it applies to the Japanese Americans; and in general about the experiences of the Japanese Americans. Contrasts Japanese America with Blacks, Latino and Native American experiences. Grades 4-8 and above. Two filmstrips, record/cassetts, teacher's manual. Preview available upon request. Contact JACP, Inc.

IV. Influence of class background on behavior; the inter-relationship between class and ethnicity

Excerpt from Podhoretz article, MAKING IT.

Time Magazine article, 8-29-77 issue, pp. 14-28.

Daniels and Kitano, AMERICAN RACISM. Especially Chapter 2: "The Maintenance of the Two-Category System."

DEFINING CULTURE--CLASSIC APPROACHES TO STUDYING CULTURE

Barthes, Roland. MYTHOLOGIES. New York: Hill & Wang, 1957.

Haimowitz & Haimowitz. HUMAN DEVELOPMENT: SELECTED READINGS. New York: Thomas Y. Crowell Co., 1960.

Kerner, Otto. REPORT OF THE NATIONAL ADVISORY COMMISSION ON CIVIL DISORDERS. New York: Bantam Books, 1968.

Lee, Alfred McClung. PRINCIPLES OF SOCIOLOGY. New York: Barnes & Nobles, 1969.

Lewis, Claudia. CHILDREN OF THE CUMBERLAND. New York: Columbia University Press, 1946.

Lewis, Oscar. FIVE FAMILIES. New York: John Wiley & Sons, 1962.

Middleton, John. FROM CHILD TO ADULT. New York: The Natural History Press, 1970.

Yorburg, Betty. THE CHANGING FAMILY. New York: Columbia University Press, 1973.

READINGS FOR OWN CULTURAL IDENTITY AND EXCHANGE BOOKS

Abrahams, R. DEEP DOWN IN THE JUNGLE. Philadelphia: Folklore Associates, 1964.

Abrahams, R. POSITIVELY BLACK. New Jersey: Prentice-Hall, 1970.

Bennett, L. BEFORE THE MAYFLOWER. Baltimore: Penguin Books, 1966.

Cruse, H. THE CRISIS OF THE NEGRO INTELLECTUAL. New York: Wm. Morrow, 1967.

Decker, Sunny. AN EMPTY SPOON. New York: Harper & Row, 1969.

Epps, Archie, ed. THE SPEECHES OF MALCOLM X AT HARVARD. New York: Wm. Morrow, 1968.

Fanon, Frantz. THE WRETCHED OF THE EARTH. New York: Grove Press, 1963.

Freire, Paulo. PEDAGOGY OF THE OPPRESSED. New York: Herder & Herder, 1972.

Greenberg, Joanne. IN THIS SIGN. New York: Avon, 1970.

Hannerz, U. SOULSIDE. New York: Columbia Press, 1970.

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Jacobs, Paul and others. TO SERVE THE DEVIL: VOL. I. NATIVES AND SLAVES. New York: Random, 1971.

Johnson, Charles S. GROWING UP IN THE BLACK BELT; NEGRO YOUTH IN THE RURAL SOUTH. Washington: American Council on Education, 1941.

Katz, Shlomo, ed. NEGRO AND JEW: AN ENCOUNTER IN AMERICA. New York: MacMillian, 1967.

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King, Larry. CONFESSIONS OF A WHITE RACIST. New York: Viking, 1969.

Lumpkin, Katharine. THE MAKING OF A SOUTHERNER. New York: Knopf, 1947.

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Maynard, Joyce. LOOKING BACK: A CHRONICLE OF GROWING UP OLD IN THE SIXTIES. New York: Avon, 1972.

Owens, Jesse. BLACKTHINK. New York: Pocket Books, 1971.

Selzer, Michael. KIKE-THE ETHNIC PREJUDICE IN AMERICA SERIES. New York: Meridian, 1972.

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Allport, Gordon. THE NATURE OF PREJUDICE. New York: Doubleday Anchor, 1958.

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Spanish-Speaking People:

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Chinese and Asian:

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